

PERSONAL COLUMN

Does it matter what children learn at school or in what atmosphere they are instructed? Certainly a historian tends to be a little sceptical about the subject-matter of education, since in most civilizations what boys were taught at school (we know much less about girls) would strike us today as inadequate. For instance, for 2,000 years the Jews, who have an unparalleled veneration for learning and were the first community to achieve universal literacy, ran schools which taught little or nothing beyond the Torah, which in practice meant the Pentateuch (the early books of the Old Testament).

They seem to have adopted this curriculum in the 2nd century BC, when they first set up regular schools in response to the cultural challenge of the Greeks. They chose the Torah because it constituted the summation of their religious, ethical and social beliefs. Greek instruction, both in the elementary school and the gymnasium, revolved around Homer, which in its own way was also an epitome of their beliefs and honourable conventions. To us it may seem odd that education should centre on such compilations of myth and folk history, but the Greeks and the Jews were among the most dynamic cultural forces of antiquity. The Jews of the Diaspora spread through the Mediterranean until they constituted 10 per cent of the Roman Empire, and Christianity with its deep roots in Jewish culture eventually permeated the whole. Greek, however, remained the language of learning and the elite throughout the great days of Rome and for long after; the Greeks were the outstanding cultural proselytizers of the ancient world. So there was clearly something to be said for their curriculum.

Indeed, at the time when England in its turn was becoming a world power, the education of its ruling class centred around a curriculum not radically different from what Greek or Jewish boys learnt in the Hellenistic age: some Bible in the vernacular and an enormous amount of Latin and Greek, with Homer as the prize object of study, especially for the able boys.



PAUL JOHNSON

Gruesome schooldays

Disraeli's mother decided that public school 'was a place where boys were roasted alive'

Illuminati were still schooled in antiquity. Lord John Russell, who attended Westminster in 1803-4 and was later twice Prime Minister, recorded: "The teaching in the under school consisted entirely of Latin". At Harrow, Dr Joseph Drury, its headmaster 1785-1805, would teach nothing but the classics, and had four future Prime Ministers, Goderich, Peel, Aberdeen and Palmerston, sitting on his benches during his time. Even the history, such as it was, centred round antiquity: Palmerston kept a Harrow sixth-form examination paper, entitled "Modern History", which contained no questions beyond the reign of Alfred! Those boys lucky enough to be taught at home by learned fathers got the same treatment. Tennyson was thus taken through Horace, Virgil and Juvenal, and was not allowed by his father to go to the grammar school at Louth until he could repeat from memory, on four successive mornings, four odes of Horace. He was then seven.

The conditions in which this classical learning was acquired would seem to us barbaric. When Peel went to Harrow, a few years after Palmerston and the year before Byron, 300 boys were crammed into a single school-room. Below it was a basement for wood and coal. Above it were the private rooms of the headmaster and the ushers. Peel said he would not be prepared to send a son to the

school unless things had improved. In fact he was a model pupil (he afterwards got a double first at Oxford) and escaped lightly, though he was severely flogged as a new boy for refusing to fag. Byron was flogged repeatedly.

The violence practised by masters on boys was both resented and taken for granted. Captain Gronow, who was at Eton about this time under the brutal Dr Keate, records in his *Memoirs* that in 1809, following a boys' rebellion caused by Keate's "vexatious and tyrannical conduct" he flogged "no fewer than ninety grown-up boys". A few years later, Gronow and other officers in the British army occupying Paris after Waterloo spotted Keate gobbling ices in a confectioner's shop. They were so delighted to see him they gave a dinner in his honour, at which he told them his one regret was that he had not flogged them more.

However, novelists like Thackeray, who was at Charterhouse in the 1820s, transformed their gruesome schooldays into future fictions: the names of the teachers in his stories, Dr Birch, Mr Swisshill and Miss Tickletoy, tell their own tale. When he arrived at the school, the fierce headmaster, Dr John Russell, told the porter: "Take that boy and his box and make my regards to Mr Smiler, and tell him the boy knows nothing and will just do for the lowest form". Dr Russell punished Thackeray on a sort of executioner's block, with a 5ft

bunch of birch "armed with buds as thick as thorns". Yet Charterhouse was then considered England's leading school: in the Duke of Wellington called it "the best school then all". Another great novelist, Anthony Trollope, was twice cursed, being at Harrow and Winchester in turn, and he and bullied at both. Yet the work of these fine writers is permeated by the culture and the ethics they absorbed at school.

The roughness and even savagery which boys were handled was not confined to great public schools (or the "public schools" described by Dickens in *Nickelby*). Tennyson said of Louth Grammar School, which also had a very high reputation that the headmaster, the Rev J. W. "thrashed a boy more unmercifully for a quantity than a modern headmaster would thrash a boy for the worst offence which schoolboys could be guilty of". He said he was in bed six weeks after the beating. Received. So-called private schools were places of misery for some. Disraeli went to Winchester, where his brothers were because his mother had decided that the school "was a place where boys were roasted alive". Nonetheless, in *Contarini*, which he described as his "psychological autobiography", he records: "I was a miserable child, and school I detested. I have never I abhorred the world in the moments of my experienced manhood" these men went on to do well in mankind, all, without exception, enjoyed reading educating themselves to the end of their days. So what does it prove? Nothing, I am except that great spirits will flourish in any way.

NEXT WEEK

REVIEW OF THE YEAR

Small is beautiful
Edward Bligh on the art of the literary essay

Bewitched

Ronald Dahl's *The Witcher* encourages boys to hate and despise women
Catherine Litzinger

THE TIMES

Educational Supplement

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Comprehensives make start on staff appraisal

by Mike Durham

Most comprehensive schools may already be running or planning to start their own staff appraisal schemes independently of the Government, according to a new survey.

But while appraisal is becoming more and more acceptable, few schools agree on exactly how it should be carried out.

Of more than 200 schools surveyed in the South Midlands and South West, a majority either had a scheme in place or planned to start one in the near future.

In most schools which have adopted it, appraisal is done by the headteacher and heads of department, with the approval of other members of staff. It can range from an annual half-hour bedside chat with the head, to a full-blown system of classroom observations, question-and-answer sessions and written reports.

In Oxfordshire, where the L.E.A. has issued self-evaluation booklets to all its teachers, schools are now required to complete a self-evaluation report every five years.

The idea of appraisal may be gaining ground because of new examinations,

increased curriculum pressures, fewer promotion opportunities for teachers and the growing emphasis on teacher quality.

Schools are increasingly adopting schemes to enhance staff development, increase efficiency, and improve school management, according to Dr Chris James of Bath University and Joe Newman, a local deputy headteacher, who carried out the research. But individual performance review, problem solving and career development are seen as less important.

Schools which do not plan appraisal schemes usually claim there is not time, staff or resources or expertise to carry it out, and blame pressure from other commitments such as TVEI.

Only 12 schools reported outright opposition by staff or headteachers.

The research is being studied by the British Educational Management and Administration Society.

Legislation enabling the Government to make staff appraisal in schools compulsory is expected to be introduced into Parliament by Sir Keith Joseph next year.

HE: new deal urged for women

by Hilary Wilce

Higher and further education seriously fail to meet the needs of women students, according to a new guide from the Equal Opportunities Commission.

The Commission points out that the prevailing attitude in colleges and universities is that post-school education should take place between 16 and 21 years of age, and there is little provision for mature students with family responsibilities.

It also points out that only four per cent of principal posts are held by women, only nine per cent of department heads are women and even at senior lecturer level, only 15 per cent of posts are held by women.

The guide quotes a number of situations in colleges and universities where unlawful sex discrimination has been found. The cases concern interview selection and questions, and selection for redundancy.

It outlines in detail how an institution can develop an equal opportunities policy for students, and for staff.

Equal Opportunities in Post-School Education. Equal Opportunities Commission. Free from Publicity Section, EOC, Quay House, Manchester M3 3HN.

A women's studies unit has been established at the Polytechnic of North London. The unit, which claims to be the first of its kind in the country, will be involved in teaching and research activities in the field of women's studies, and in promoting equal opportunities in the Polytechnic.



Helping hand: Judith Collins works with Ben Fletcher

Signs promising for deaf child

by Susannah Kirkman

In an experiment thought to be the first of its kind, Kirklees local authority has employed a profoundly deaf adult to work with a deaf child in a mainstream nursery and a primary school.

Ms Judith Collins has no teaching experience, but she has been able to use sign language and other communication skills to help five-year-old Ben Fletcher.

Ben, who was diagnosed at 10 months as having no hearing at all, had already been attending nursery school in his home village of Denby Dale, West Yorkshire, for a year before Judith was appointed as a sign language resource assistant in September 1984. Although they knew some sign language, staff at the school could not communicate everything they wanted to Ben.

His parents Lorraine and Ray Fletcher - both teachers - have been using sign language with Ben since he was 17-months-old. They were convinced that signing was the right approach for their son, as Ben was unlikely to be able to use spoken language until he was five.

The Fletchers felt that "total communication" methods, which include signing, lip-reading and spoken language skills, were appropriate for Ben. They persuaded Kirklees to appoint a deaf person fluent in sign language to help him.

The experiment, the subject of a film by Tyne Tees Television due to be screened on Channel 4 next Thursday, has been a success with Ben becoming more confident and more co-operative with staff and pupils at the nursery school.

According to the headteacher, Miss Betty Perkin, Ben is well ahead of other children of his age in his concept of time and his number work is also good.

Ray Fletcher thinks that Judith Collins has been an important role model for Ben. In her, "he can see someone who is proud and deaf. We hope he will grow up proud to be deaf and proud of his language," Mr Fletcher said.

Ms Collins has also helped the Fletchers to organize signing classes in Denby Dale for the friends and neighbours who wanted to learn to communicate with Ben. At Ben's fourth birthday party, the other children were able to sign - "happy birthday" as they sang it to him.

Ben is now attending the local primary school with his older hearing sister, Sarah.

However, his peripatetic teacher Mrs Lisa Stock is still concerned that Ben is not using a hearing aid and that there is no auditory element in his language development. Mrs Stock thinks it is bad for Ben to be "the centre of so much adult attention" and she feels he needs to be able to communicate at his own level with other deaf children.

Mr Fletcher admits that Ben may want the company of other deaf children at some stage and that may eventually mean a school for the deaf. But the Fletchers are sure that Ben's progress has fully justified their choice so far, and are grateful to the 1981 Education Act and to Kirklees for making their choice possible.

TES CHRISTMAS CROSSWORD by Rufus

ACROSS

- 1 Reveal much arranged for December 24th (8,3)
- 8 The Nightingale of the Nativity (4)
- 10 Drops down after washing up (4)
- 13 The bracelet is out of place at Christmas parties (12)
- 16 Whence the Three Kings took in, perhaps (6)
- 20 Up-to-date description of Christ-mas (7,3)
- 21 Christmas bonus earned by a small part actor (6,3)
- 22 Gives patient attention to the children's pantomime visits (5)
- 23 Mainstay there's some body in the beer (6)
- 24 Put down an entertaining present, perhaps, with a label on it (5)
- 27 Hear you'll have time for the festive season (4)
- 30 Late father round the Christmas tree, perhaps (3)
- 31 Managed some of the Christmas arrangements (3)
- 32 Put up the ornaments - an extraordinary deed, or act (6)
- 34 Toy requires no special present for a child (3)
- 35 The French go round Eastern place of land (3)
- 36 Sits time off for Christmas? (4)
- 37 A fool in drink learnt on by churchgoers (7)
- 38 Such presents may be put to daily use (3)
- 40 A sticking... (3)
- 45... and another, from an egg (6)
- 47 It is very much on the cards now (3)
- 48 An individual part of "Peace on Earth" (3)
- 49 Noticed the first of the wassailers returning (3)
- 50 A wise man's transport, given first aid (5)
- 53 In Italy they drink it from Christmas till New Year (4)
- 54 Help (thrice) payable at Christmas time, for example (3)
- 56 Spirit distilled in Britain (3)
- 58 Does one's hair for partial (4)
- 60 Secure setting for the Nativity (4)
- 62 SNA, the snow we go the trees



- of Stilton (4)
- 64 Noticed the first of the wassailers returning (3)
- 67 Potted plant may be present for Christmas (4)
- 68 Time to be uprooted (3)
- 69 Where there was no room in the North (3)
- 72 Present from Bruno Walter (3)
- 74 Some crackers are returned, found in the past (3)
- 75 Seasonal words of flattery (11)
- 77 She's involved in making a Christmas tree (3)
- 79 She will hope the list of presents includes her (3)
- 81 Wait, here! (3,3)
- 84 Female included in the good wishes (3)
- 85 Well in at the Christmas party (3)
- 86 Carol children rendered out (3)
- 87 Presents for the simonists on the Christmas tree (7)
- 88 Opposes the Ugly Sisters (7)
- 89 Such a plant may be eaten, at Christmas (6)
- 90 In return the list of the things (3)
- 91 Left footprints in the snow, heavy to get home (3)
- 92 Likely place to be (3)
- 93 The suspended part (3)
- 94 Agreed on a wish and a child's present (3)
- 97 A list sent to be received only at Christmas (3)
- 99 They may make a list in sports (3)
- 101 Clasp, and possibly (3)
- 102 Acts like a star (3)
- 104 Noel's tower of (3)
- 105 Mel joins the new (3)
- 106 Ringer for a simple (3)
- 107 Ringer for a simple (3)
- 108 Ringer for a simple (3)
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- 116 Ringer for a simple (3)
- 117 Ringer for a simple (3)
- 118 Ringer for a simple (3)
- 119 Ringer for a simple (3)
- 120 Ringer for a simple (3)

DOWN

- 2 Letter to the carol-singer (4)
- 3 Sheets that don't stay put - they're cold (3,3)
- 4 A Christmas Carol, for instance (3)
- 5 Now for a West End gift (2,7)
- 6 Happening during the seventh day of Christmas (3)
- 7 Currently used for cooking the turkey (4)
- 8 Data a girl hopes won't be shared (3)
- 9 Opening words of a carol tune (3)
- 11 Carols the new manager (4,2,1,5)
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Stress jobs pension shift

by Richard Garner

A move aimed at easing the way for headteachers suffering from stress to leave has been announced by the Government.

Sir Keith Joseph has laid regulations before Parliament which would provide better pensions for heads and teachers who want a reduction in their responsibilities as they near retirement.

At present, a teacher's pension is calculated both on length of service, and the highest salary received during a 12-month period in the last three years of service. So a headteacher with 40 years' service who took a Scale 2 teaching job for the last five years of service would receive a pension based on 40 years' service on the Scale 2 salary.

Under the present system a head earning the maximum for being in charge of a group 12 comprehensive school who stayed at the helm until retirement would receive a pension of a little more than £10,350 a year. If the transfer to a maximum Scale 2 post were made the pension would be only half that amount.

Under the new arrangements, the pension would be based on the salary earned as a head until the moment the individual gave up that job. It would then revert for the last five years to being based on the Scale 2 post. Under the example, the head would receive an annual pension of a little more than £10,100.

Sir Keith said of the change: "It has been put to me that senior people in schools are driven by the pension rules to cling on to demanding posts of higher responsibility when their interests and those of the service would be better served if they were able to give up their current posts and take up other ones."

The National Union of Teachers said it had campaigned for teachers to continue to make the same contributions to the pensions scheme if they took a lower-grade job so that their pension could be assessed on their top earnings. This advice had been rejected.

Mr Barry Fawcett, chief salaries officer of the NUT, said: "We don't regard these arrangements as at all satisfactory and would advise our peo-

ple accordingly."

Mr Peter Snape, general secretary of the Secondary Heads Association, said his union would applaud the sentiments behind Sir Keith's decision. But the Education Secretary had been "a little niggardly" in not allowing transferring heads to retain full pension rights, he said.

He also warned that it was difficult for heads to make the change to a general teaching post, adding: "Imagine the first staff meeting he attends, when the existing head knows he's got someone who's been a headteacher for 15 years in the room."

The DES is making a second change to the pension regulations. This will remove the obligation to track down about 30,000 former teachers entitled to a pensions contribution refund because they left teaching without having qualified for a pension.

The 30,000 are all now over the age of 60 and in some cases their last-known addresses date back 40 years. Former teachers who believe they are entitled to a refund can now write to: Pen 2 Repayments, DES, Mowden Hall, Darlington, DL3 9BG.

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Review of the year 1985



Can the two Freds get together? page 5

Bewitching the boys



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Meeting the Burry Man



Page 16

A new way to pay old debts . . .

"A memo from Number 10, sir."
"What does it say, Fortescue?"

"It says, 'pray let me have before the end of the day, on a postcard please, your solution to the teachers' pay dispute.'"

"Dear me. I knew it would come sooner or later. When the PM eventually turns her razor-sharp legal brain on to any problem, she goes straight to the point. Do we have a postcard, by the way?"

"Yes, sir. Plenty of postcards."
"Excellent. What does the office suggest by way of a reply?"

"Not a lot, I'm afraid."

"What we need is some lateral thinking. We've got to get away from the tired old rhetoric."

"You could suggest the PM makes a speech, sir."

"No, Fortescue. That's not what I call getting away from the tired old rhetoric. I mean we've got to put together a package which will take everyone's breath away for its sheer boldness."

"Like what, sir?"

"Well - I'm not drafting, but how about 5 per cent for 1985-86?"

"I rather doubt . . ."

"It's no good just being negative, Fortescue. Say 5 per cent for the current year and the promise of a new salary structure in return for a new teachers' contract . . ."

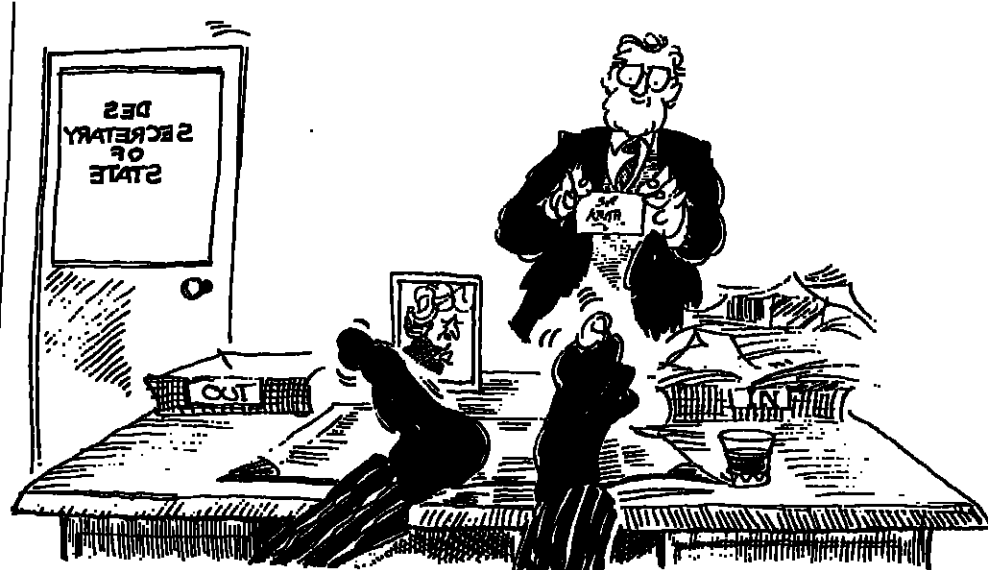
" . . . if that would carry the day, sir . . ."

"With some hard figure plucked out of the air, they'll be happy to take it. I'll have it typed up and sent off by post."

"After all, Fortescue, it sounds like an awful lot of money."

"It's only 2 or 3 per cent a year extra, on average, over the next four years, sir . . ."

"But as they will never read the small print they'll never know that, Fortescue. The salary structure changes could be used to give some



teachers much bigger rises . . .

"And others much smaller, Secretary of State."

"And what's wrong with that, Fortescue? Didn't you hear the Prime Minister say *propos* Norman Fowler's White Paper, there have to be losers as well as gainers in any review of benefits . . ."

"But for some reason the losers, who may outnumber the gainers, aren't keen, sir."

"Really, Fortescue, just because teachers (through no fault of their own) have fallen behind in the salary stakes, they really can't be expected to take any more. They're not like the other professions, are they? Where, after all, would that leave people like Lloyd's brokers or merchant bankers, who (through no fault of their own) have gone roaring ahead?"

"I don't think the teachers regard this as altogether fair, sir."

"Oh come now, Fortescue, grow up. As I was saying to the Permanent Secretary back in the summer, if our pay fell by one-third of its relative

value we shouldn't complain about unfairness, we should simply shrug our shoulders and get on with the job."

"But the Permanent Secretary is getting a catching-up pay rise of 32 per cent, sir. Perhaps this helps him to be philosophical."

"That's cheap, Fortescue. You know as well as I do, that rise was forced on the Top People by the Pay Review body. It was the last thing they wanted, personally. Anyway, the teachers have the choice in their own hands. If they don't like our generous offer, they can always sell their labour elsewhere."

"That's what some of them are doing, sir."

"Recruit, retain and motivate, Fortescue - that's what it's all about. Let's see, how are we doing on recruitment?"

"Badly sir - applications for teacher training have gone down the slot."

"That's a pity. How about retaining the ones we're for?"

"Patchy - sir. The signs are that we're rising."

"Another pity. How about motivating we've already got?"

"Not too good, I'm afraid. It's this pay. It's very bad for morale. It seems to sap motivation."

"Well, of course, Fortescue - we want too much of temporary set-backs. The sort that out in no time when the postcard. Look at all the exciting examination reform, curriculum & ment . . ."

"Unfortunately, sir, some of these are grinding to a halt, too . . ."

"Well what else can we do, Fortescue?"

"How about a per centage each for Mr Smithies . . . send them off to represent Unesco . . .?"

"We're leaving Unesco, Fortescue. I'm a signed photograph of the Prime Minister in every teacher's January pay with an uplifting New Year Message. But like 'Many teachers are really quite good' there are a lot of others who leave not desired. 'Would that be considered too am not one to go in for flattery.'"

"I doubt if people would say you have your admiration for the teachers get off, sir. But even so, I doubt if it would."

"Well, what does that leave, Fortescue?"

"Really, Fortescue - and they're having a low opinion of teacher training. I'm insulted by suggesting their education bought with sordid cash. And besides, it would not like it."

"That only leaves getting tough, sir. The I.E.A.s. Make teachers civil servants. Lock them out till they see reason."

"Now you're talking, Fortescue. Can't all that on the back of a postcard?"

COMMENT

Dog that doesn't bark

It is understandable that Mr Clement Freud should have become bored with the stately proceedings of the House of Commons Select Committee; less so that he should have been surprised at the degree of patience required.

The Committee's chairman, Sir William van Straubenzee, made it plain from the start that he would be operating in his most opuscular style. There was to be no question of producing frequent reports like an overheated pop-up toaster; there would certainly be no further testing of the boundaries of Select Committee powers.

It was when Norman St John Stevas was Leader of the House that he took the constitutional bit between his teeth and pressed through the recommendations of the Procedure Committee to create Select Committees to shadow all major departments - and keep them on their toes.

Since the backbench membership of such Select Committees rules out, almost by definition, most people who know anything about the policy-making aspect of the subject, this watchdog role can prove difficult to maintain without a chairman offering Christopher Price's skilled blend of authority, brutality and style.

Sir William preferred a more laboured style more akin to a Royal Commission looking exhaustively at a single subject. This was produced in

the procedure committee was got away from.

So the decision to spend time reviewing achievement in schools has been ponderously made - apart from the occasional, tentative scrutiny session - while the education system has been left apart around everyone's ears.

It remains to be seen whether the committee will be able to do a worthwhile job in a year's time - and that depends on the drafting skills of the Committee's excellent secretary, clerk. What really matters is whether Mr Freud or any of the Members feel that they are not their own time, but the depressing that a useful instrument of accountability has been rendered useless just when it is needed most.

It's an open secret, of course, that civil servants do not have high opinion of back-benchers' attempts to question their role. But that might have been expected to make Members more, not less, eager to take on this watchdog role.

"At this moment in time I find it hard to say Yes to your question. R.B. worked for me the complete gone into liquidation."

Letter from manager of small engineering firm to head seeking more experience, please for young pupils.

New Year, but the same old story

Richard Garner and Biddy Passmore on the entrenched attitudes which still prevail in the pay dispute

Settlement of the teachers' dispute looks as far away as ever as the new term approaches - bringing the prospect of increased industrial action in the New Year.

The two biggest teachers' unions have signed a joint statement calling for a "significant improvement" in the last pay offer tabled. This has dismayed local authorities over what they see as a hard line adopted by the National Association of Schoolmasters/Union of Women Teachers towards a settlement.

Sir Keith Joseph has also repeated his refusal to provide any extra money to solve the 1985 dispute. He has accused the teachers' panel of "striking postures".

As predicted in *The TES*, last week's meeting between senior ministers and Mrs Thatcher at Downing Street decided against any action to solve the dispute - until talks between unions and employers break down irretrievably.

The Prime Minister is understood to have opposed any increase in the £1.25 billion conditionally offered to teachers over the next four years. She

was also thought to be sceptical about the merits of an inquiry, although that remains an option.

Sir Keith has now made it plain that he does not think an inquiry would automatically resolve the dispute. But other ministers and the local authorities favour it.

The joint statement agreed by the National Union of Teachers and the NAS/UWT came at a meeting chaired by TUC general secretary, Mr Norman Willis. The meeting was set up to stop public bickering between the two unions.

Two days earlier, informal talks with the authorities had failed to find a solution to the dispute - although some teachers' representatives said they felt the gap between the two sides was "negotiable".

The next move in the 10-month-old dispute comes with a meeting of the teachers' panel on January 7. The panel will consider an approach from ACAS - the conciliation and advisory service - to help resolve the dispute.

Teachers' leaders are likely to opt for one further informal negotiating session with the employers before turning to ACAS for help.

The January 7 meeting will also decide whether to back its representatives' decision at last week's talks to put forward 9.9 per cent as a potential settlement figure.

It was this move that led Sir Keith Joseph to attack the unions for "posturing" in a letter sent to Mrs Nicky Harrison, the employers' leaders, immediately after the meeting. He also ruled out any Government initiative to solve the dispute.

The management panel is also likely to meet early in the New Year. The teachers have asked it to consider offering the unions arbitration on a higher figure than the 5 per cent it had previously suggested.

The NUT is planning half-day strikes and rallies up and down the country in January and the NAS/UWT is poised for selective strike action in all 104 local education authorities.

Both unions are refusing to cooperate with the new 16-plus examination - a move which is likely to bite in the New Year as its introduction draws nearer.

The teachers' insistence on a 9.9 per cent increase by the end of the year has surprised and dismayed the local au-

thority employers. The teachers have set this figure as the level at which they are prepared to join local authorities in asking Sir Keith for cash aid.

Mrs Harrison, Labour leader of the employers' side, suggested that "something around 8 per cent" might be more acceptable. But the teachers say it would be a "waste of time" approaching Sir Keith for help on that, since the authorities' own "final offer" was only 0.5 per cent less.

Both sides said last Tuesday's talks were conducted in an "extremely agreeable" atmosphere. The teachers' side acknowledged that it would settle for a 6.9 per cent salaries package over the year as a whole.

The gap between the two stemmed from the teachers' insistence that the deal should be on-loaded to produce 9.9 per cent - and the local authorities' insistence that even an increase to 8 per cent would have to be met by Sir Keith easing their financial plight through the rate support grant settlement.

The NUT voted against the 9.9 per cent because it failed to mention any commitment to restoring teachers' pay

in the future.

Even a suggestion that the two sides should go jointly to Sir Keith for help without agreeing on a settlement figure was turned down by the teachers. They said the move would have to be referred to a full panel meeting.

A boycott of next year's examinations is likely to be called by several NUT branches at the union's special salaries conference to be held on January 18.

But Mr Doug McAvoy, deputy general secretary, said the union's executive had decided against such a call.

"The executive believes it would lose some support from parents and the public and no doubt it would lose some support from members," he added.

● The NUT has won a High Court order for an early hearing of its action against four I.E.A.s who have docked wages from teachers refusing to cover for absent colleagues. The cases, brought against Solihull, Rotham, Doncaster and Croydon - is now expected to be heard early in the New Year.

Cash bait offered for science places

Alarmed by the further sharp drop in applications for teacher training in science and technology, the Government is to try once again to lure students into those subjects by offering extra money while they train, Biddy Passmore writes.

Sir Keith Joseph plans to offer an extra £1,200 a year to students who take postgraduate courses in maths, physics and CDT, and to mature students on conversion courses for CDT if they declare an intention to teach in a state middle or secondary school when they have finished the training. The awards would start next September.

Details of the £2.5 million scheme were sent out in a confidential letter from the Department of Education to interested bodies, including the University Grants Committee, the Committee of Vice-Chancellors and Principals, the National Advisory Body

and the Committee of Directors of Polytechnics.

The letter reveals that education ministers are seriously worried by the continuing decline in applications, which can only make existing shortages worse. Applications for postgraduate training in maths and physics are down by about one third on last year.

The Government must be hoping that the size of the carrot they propose, which would bring the grant for students living outside London up to £3,000, will give the scheme more success than past efforts. For instance, a two-year scheme offering the lure of an extra £500 failed to bring about significant increases in 1982.

At least one of the bodies consulted has pointed out that the awards, while welcome in themselves, will do nothing to increase the pool of graduates in the shortage subjects, or to keep the new teachers in the profession.

ILEA faces £39m deficit

by Mike Durham

The Inner London Education Authority has condemned the rate ceiling imposed on it by the Government and claims there is a £39 million gap to be plugged.

Sir Keith Joseph last week announced that he was pegging the ILEA's precept level at 76.5p in the £, a reduction of about one per cent on current levels.

The authority has already been told that its spending limit in £915 million next year. According to the ILEA, the precept would yield only £875 million, leaving a £39 million shortfall.

One source said: "That leaves some big questions as to how the gap can be filled. It is not clear whether or not the Government thinks we can do it by digging into reserves or creative accounting."

"The council may well take legal proceedings against the Government on the grounds that it has been wrongly directed. There is always the possibil-

ity of it becoming another 'Liverpool'."

Mr Steve Sundred, ILEA finance chairman, said it was unbelievable. "It is a complete mystery how Sir Keith Joseph can tell us to dip into our reserves when we have already told him the reserves are absolutely zero."

The London borough of Haringey, which will be rate-capped for the second successive year, has been told to keep its spending to £152 million. This will mean a cut in rates of 9.7 per cent.

Liverpool, which has only just set out a £64 million budget for the present financial year, has been told it can spend £74 million and raise its rates by up to 15 per cent next year.

Newcastle-upon-Tyne, which is also to be rate-capped for the first time, has been given a spending limit of £154 million, with a rate rise of about 6 per cent.

Stand-in head for Drummond

A "caretaker" head has been appointed to Drummond middle school, Bradford following the departure of Mr Ray Honeyford this month after an 18-month race relations row.

Mr William Haykin, currently head of Calversyke middle school, Keighley, a few miles out of Bradford, will take over the Drummond headship from January for one or two terms.

"It will depend how long the appointment process takes. We shall be advertising when next term opens," a council spokesman said this week.

Mr Honeyford's early retirement at the age of 51 accompanied by a financial settlement worth £161,000 was announced last week.

Two unions settle at Poundswick

Poundswick High School in Manchester is expected to re-open for normal schooling in January following new moves to settle the so-called "obscene graffiti" dispute.

A deal between Manchester I.E.A. and the National Union of Teachers and the Association of Masters and Mistresses (Association), means that 32 teachers now seem certain to return to work early in the new term.

The first four year groups will return to normal. But staff will not teach the so-called "dirty five", or any of the classes or subject groups they belong to. About 100 fifth - years will be affected.

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Second opinion End of a disastrous term

At the end of a disastrous term for state education in this country, I am angry, depressed, sad and frustrated that the present dispute should be allowed to continue so long.

The listed aims of many schools include "to develop in pupils, caring, reasoning, and responsible attitudes. No one would question that these are desirable aims. To what extent is anybody putting them into practice?"

Should we not expect caring and responsible attitudes at national level from our teacher associations? Is it responsible at such a time to bicker nationally, to appear more concerned about recruitment than settling the dispute? Is it responsible at any time simply to refuse to talk? Is it caring for our pupils to select some, whether by age or area, to suffer markedly more than others, as, for example, those unfortunate enough to live in Sir Keith's constituency? Is it either caring or responsible to damage irretrievably (for they have no other year in which to make up lost time) the examination prospects of this year's fifth and sixth students? Is it responsible to alienate many parents? Action may have been thought to be necessary, but if it had been more thoughtful, caring and responsible, it might yet command more public sympathy.

Do local authorities agree with the aims above? Has it been caring over recent years to show so little concern for their teaching force that every last

penny has had to be squeezed out? One thinks of the ridiculous 3 per cent offer in 1984, stubbornly repeated four or five times while refusing to go to arbitration. Where this year was the responsible early acceptance of the justness of the teachers' case, and urgent joint approaches to the Government? I have detected little spirit of generosity that might have convinced teachers that their employers really care for them and the essential service they provide.

But let no one doubt that the primary root cause of this dispute is the Government. Does the Government show a caring, reasoning, responsible attitude, values such as Mr Tebbit recently been expounding? Is it caring to allow this dispute to continue so long with such disastrous consequences? Is it responsible to sit back and watch the erosion of well qualified and experienced teachers to other walks of life? Is it responsible to allow the teaching profession to become so little valued as to see a 25½ per cent drop in applications for teaching college places? Is it responsible suddenly to produce £47 million for lunchtime supervision, having stated for months that there is no more money?

Does Sir Keith think that lunaticisms in the most important time of the school day? Is it responsible for the Government by its policies quite deliberately to widen the divide between state and independent sector as that only the latter functions? Is it responsible to have high-minded aims (improvement of exams, curriculum, initiatives, profiling, TVET etc and yet not to realize that all must fall without a well-motivated, well paid teaching force? The mis-match between aims and methods is calamitous - can the Government not see that or don't they care?

Parents caught in the middle, may therefore be tempted to blame the state on all young teachers who are not successful? Or more realistically?

J.W. Horn
Head of a small school

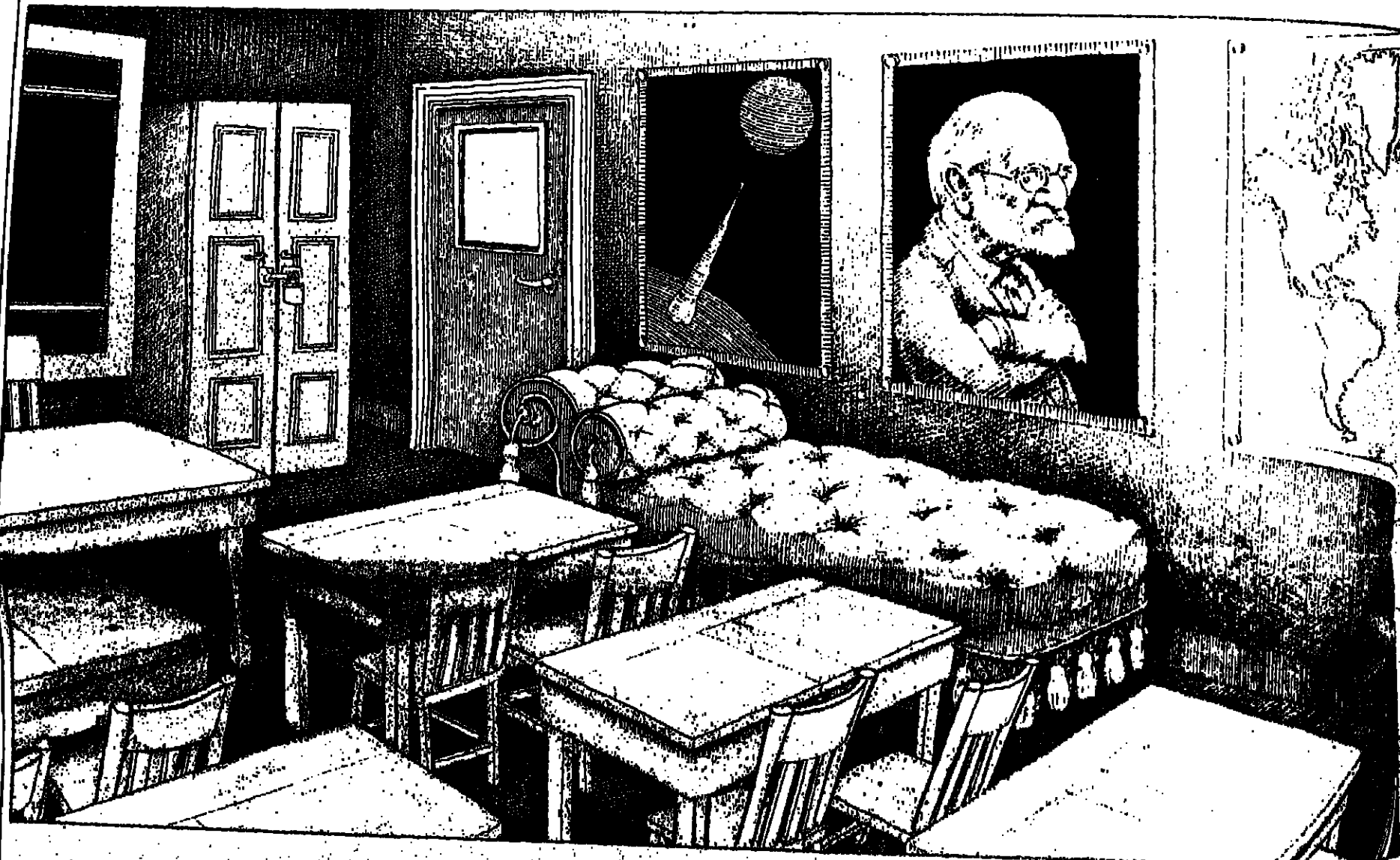
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Is psychology still irrelevant?

John White suggests that the old battle between theory and classroom practice is giving way to more fruitful exchanges of experience



In these days when schools are being pressed to formulate whole school policies, teachers cannot avoid confrontation with difficult problems about, for instance, the nature of a pluralist society or about what really constitutes pupils' welfare. Assuming, that is, that the search for consensus does not stop with phrases like "encouraging the fullest development of the individual's potentialities", phrases which paper over ideological gulfs between staff but which look fine in a prospectus. Schools which go further find themselves in a welter of ethical, political and sociological questions and many are now turning to curriculum theory and other educational disciplines for whatever light they can throw on them.

Until recently, and still in many quarters today, "educational theories" have been seen as more-or-less irrelevant appendages, lost in academic half-silliness while the practitioners they theorise about get on with the job. Animosity of this sort has been a traditional feature of the educational world for more than a century. It grew apace from the late 1960s as young teachers who had been immersed in the "foundational disciplines" during their training found these did little to prepare them for the practicalities of the classroom. Some had better experiences than others, of course, but the revolt against theory was widespread.

It is now broadly recognised among educationalists that the disciplines should have a much reduced place in pre-service teacher education. In the PGCE course little is now left, and what there is tends to be taught not as theory, but woven more appreciably

into practically useful training programmes. At the in-service level, however, teachers are finding increasingly that theory has something to offer them. Two things help to explain this. First, teachers are less isolated in other departments than they were 10 years ago. As school management becomes more participatory and as local and central government demands on schools increase, more teachers are helping to formulate whole school policies on a whole range of topics, from aims and curricula, to sexism, anti-racist statements, codes of conduct, special needs, assessment, language and personal and social development. In all this work they can and do learn a lot from the experience of other teachers. But they also feel the need to look at topics like these from the wider perspectives that educational studies can, at their best, provide.

The second factor is the changes that have taken place in the educational disciplines themselves. Many of us who cut our teeth as educational theorists in the expansionary late 1960s soon became aware as our teacher-critics that much of what we were doing was misplaced. We turned, along with younger colleagues, to work in areas where we felt we could be of real service, especially to established teachers. The linguistic analyses so central in older-style philosophy of education have long since yielded ground to more substantive reflections on such things as the purposes of schools, participatory democracy, parents' and children's rights, problems of freedom and discipline and personal and social education. Sociologists of education are emerging from their

metatheoretical preoccupations of the 1970s and are concentrating on the politics of examinations, gender in education, racism and cultural pluralism, education, work and technology.

Recent attempts have been made, notably by Professor P H Hirst, to conceptualise the changed role of the educational theorist. A consensus seems to be emerging that practitioners and theorists should be seen as operating not in two different realms but on a continuum. In the late 1960s and afterwards educational theory was handed down from on high. The inappropriateness of this was masked by the fact that its clientele were young students largely ignorant about teaching. Established teachers have years of practical thinking behind them. They have developed what Hirst calls their own "operational educational theories", tested and modified through experience.

Theorists outside the school system now have a more co-operative role: to work with them in helping to clarify the issues at stake in their own reflections, to identify hidden assumptions, to reveal hidden but practically powerful features of the surrounding culture and subculture, to delineate different visions and perspectives of what education is about. Neither is this work *de haut en bas*. For a proper engagement has to be as open to learning from the practitioners' reflections as the latter must be to theirs.

The continuum on which both parties work can perhaps best be conceived as a chain of practical reasoning: from here and now decisions in the classroom, through lesson, syllabus and curriculum, to the search for general laws of behaviour in the classroom.

With conflict between ends, means in ends, obstacles to their achievements and the removal of those obstacles. If "theory" means anything - and I sometimes wish we could scrap the term - it has to do with the more hidden horizons of such practical thinking. The details of how a particular PSSE course is to be taught, for instance, are linked at the opposite end of the chain with ideas in ethical theory; these fundamental underpinnings of one's face-to-face contacts with students.

All the educational disciplines have had to rethink their roles in the shift away from the paradigms of the 1960s. The psychology of education has begun to engage in this earnest rather than some of its co-disciplines. As the oldest and largest of the "foundational areas", with a host of eminent thinkers from rival schools in its pedigree, it has been held up, in a sense, by its own history. But as recent writings on the nature of educational psychology show, things are now changing fast.

The latest of these, and one which treats of themes also found, for instance, in parts of J Henriques et al. *Changing the Subject* and in Professor Hazel Francis's inaugural lecture at the London Institute of Education, *Mind of Their Own*, is a Bedford Way Paper just published by the same institute called *Psychology and Schooling: What's the Matter?* Most of its seven authors, including Ram Harré of Lincoln College, Oxford, who wrote the foreword, are established writers in the field. They tend to share Professor Francis's view that a main obstacle to progress in the discipline has been the attempt to model psychology on the physical sciences, with the search for general laws of behaviour in the classroom.

d'être. This argument, together with the quest for narrative writing, the psychological understanding pursued throughout the past decade. A consensus on what to replace the old paradigm is still crystallizing, but there are many teachers and students' "intuitive" perceptions and strategies and a real background against which to make sense. David Hargreaves, in social psychology gives an indication of what has already been achieved in this field.

Educational psychology can now find its place along the continuum of practical reasoning about education and refine the often sophisticated but still improvable understanding of teachers have about how they and their colleagues and they themselves think and behave.

Following these changes, educational psychology and the other disciplines of education can now all proper but in the past often part in deepening teachers' practical understanding. To do this they are irrelevant. Some of the world of educational studies in the past decade has yielded, and is yielding, something of far more value, indeed indispensable, than the picture that young people now have of teaching as a career.

John White chairs the philosophy of education department at the University of London Institute of Education.

The director of the country's largest university school of education has sent a strong warning to Sir Keith Joseph about the effects of Government cuts on both schools and teacher training. Professor Denis Lawton, director of the University of London Institute of Education, says the problems faced by teacher training institutions, which are having to do more with less money, are aggravated by the "very unfavourable picture that young people now have of teaching as a career".

"Many of our new recruits are superb," he says, "but their idealism faces many challenges when they begin to experience the realities of under-resourced schools where the morale of teachers is exceedingly low."

Moreover, the rate of under-achievement is alarmingly high, and the situation in mathematics is now "quite disastrous".

The education system of England and Wales used to be one of the best in the world yet has deteriorated noticeably since Sir Keith became Secretary of Education. Professor Lawton concludes that the Government's "very unfavourable picture that young people now have of teaching as a career" is a major factor in the decline of the profession.

Current differences over strategy are not the only causes of the present row and it would be foolish to suggest that relationships between the two have always been cordial.

Mr Smithies' predecessor as NAS/UWT general secretary, Mr Terry Casey, knew how to score a point or two off the NUT if he smelt a settle-

ment on anything less than the most favourable terms being contemplated by the NUT.

Membership rivalry is at the root of the problem and there are some in the NUT hierarchy who believe they can recruit dissident militant members of the NAS/UWT if its rival succeeds in a strategy of securing a lower settlement for 1985 than the NUT would be prepared to accept.

It had seemed with the succession of Mr Smithies to the top job of the NAS/UWT that rivalry between the two would be less marked. Indeed, he still talks of the NUT being his "natural ally" once the present dispute is over. However, he says, the failure of the NUT to consult while it had the whip hand on the teachers' panel is one of the main reasons for today's public arguments between the two.

The irony of the present situation is that it is still NUT official policy to press for a single teachers' union and many leaders of the NAS/UWT argue privately that the profession would be better served if there were only one TUC-affiliate.

The advantages of such a move are obvious. The new union would represent 331,000 teachers while the others on the teachers' panel would have a combined membership of just over 100,000 for representation purposes. It would also have 20 of the 28 seats on the teachers' panel.

The left-wing Socialist Teachers' Alliance of the NUT wants to start merger talks with the NAS/UWT now that the NUT no longer represents the majority of the profession. A motion the STA has prepared for next year's NUT conference has been supported by at least 20 branches, making it one of the most popular motions. Yet it must be said that the day the two union bureaucracies could combine looks a long way off.

Mr Smithies' predecessor as NAS/UWT general secretary, Mr Terry Casey, knew how to score a point or two off the NUT if he smelt a settle-

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Members urge leaders to end bickering Grass roots revolt over union conflict

by Richard Garner

A revolt against the public bickering between leaders of the NUT and NAS/UWT is growing among classroom teachers.

Typical of letters received by *The TES* is one which has also been fired off to the executives of both the National Union of Teachers and National Association of Schoolmasters/Union of Women Teachers calling on them to stop trading insults.

Signed by the two unions' representatives at the Grange secondary school in Bristol with the support of all their members, it expresses "our frustration and dismay at increasingly high level of hair-splitting, technical disagreement and damaging public insult trading which at present persists between our unions at the highest level but which - thankfully - have no counterpart at county and school levels".

The letter goes on: "The bickering from on high, apart from angering members at grassroots level, has led to the following absurd consequences: (a) Instead of our unions fighting together with united purpose, we find the NUT seeking support from NATHE (the college lecturers' union), none of whose members even work in schools, and the NAS/UWT seeking support from the Assistant Masters and Mistresses Association and the National Association of Head Teachers, neither of whom have displayed the courage and strength of purpose of the two major unions."

(b) Instead of the posts of chairman and honorary secretary (of the teachers' side in negotiations) going to members of our unions, our own pointless in-fighting has led to these posts being taken by members of AMMA and NAHT respectively."

In another letter, also sent to the two unions' executives by 58 NAS/UWT and NUT members at Bournemouth Community College in West Sussex, the signatories say: "We urge you then, in a deeply-felt plea, to stop washing our dirty linen in public and to stop needlessly provoking the other union."

"As it is, the main, if not the only, beneficiaries of a split profession are Sir Keith Joseph and the present Government."

The row between the two, which has been under the surface since the beginning of the current dispute, increased in bitterness as it became clear the NAS/UWT could in future shape teacher union policy with the NUT losing its overall majority on the teachers' panel.

It stems from deeply-held differences over strategy in the present dispute. The NUT wants to continue this year's dispute until it has won concessions that would restore teachers' pay towards the levels set by the Houghton Inquiry, whereas the NAS/UWT believes this can best be achieved through restructuring talks beginning next year following an interim settlement to the 1985 dispute.

These led to Mr Fred Smithies, general secretary of the NAS/UWT, saying in October he could see little point in the two unions holding any



United appeals: joint frustration over union leaders' damaging disagreements.

future joint meetings in the current dispute since their objectives were so different.

NUT leaders took the opportunity to launch a series of scathing public attacks on the NAS/UWT leadership, while making it clear they were exempting local union members from criticism.

Meanwhile, union members still continued to campaign together. Joint demonstrations were held in Birmingham and, in Inner London, the Left Inner London Teachers' Association of the NUT have been appearing on quite a few public platforms with Mr Peter Herbert, general secretary of the Inner London branch of the NAS/UWT.

The two unions now have joint monthly officers' meetings where leaders of both plan joint action over pay.

The meetings discuss other issues as well - such as the future of the Inner London Education Authority now it is to be directly elected.

Mr Herbert said that in about a third of the authority's schools relations between the two unions were good enough for efforts to be made to plan strike action together so as to maximize the effect.

One of the schools where co-operation was at its best, he said, was Quinton Kynaston secondary school - where the NUT Inner London executive member, Mr Bernard Rogan, teaches.

Current differences over strategy are not the only causes of the present row and it would be foolish to suggest that relationships between the two have always been cordial.

Mr Smithies' predecessor as NAS/UWT general secretary, Mr Terry Casey, knew how to score a point or two off the NUT if he smelt a settle-

College criticized over in-service development

by Bert Lodge

Two out of three lecturers in the faculty of education and combined studies offered no evidence of having been on in-service training when HM Inspectors visited Gwent College of Higher Education earlier this year. Yet more than 80 per cent of the permanent staff had been at the college for more than 10 years, the inspectors' report points out.

The 41 members of staff involved in initial training together with 21 contributing from other departments are well and appropriately qualified, the inspectors say. But "there is no faculty policy for INSET and with certain notable exceptions there is a rather low level of engagement by staff in professional development".

While supervisors of students on teaching practice perform their functions well on the whole, BED students were not getting enough school experience at the time of the visit. Third and fourth-year students particularly were handicapped by their lack of contact with schools and children in the age range they had elected to teach.

"They are unclear about the organization of the school curriculum, particularly at primary level, about the grouping of pupils and group work within classes, about the normal duration of various curricular activities and the planning of the integrated day."

However, the report notes that the timetable has now been modified to provide a measure of school experience in some Diploma of Higher Education units preceding the BED section of the course. At the same time the adequacy of supervision is questioned when tutors are expected to

complete a visit, including travel, in one and a half hours.

This rule applies despite some students being placed in schools outside Gwent and in a few cases a considerable distance from Caerleon, the original teacher training site of the college.

The inspectors are severe in their assessment of the teaching practice provided for students preparing for special education. It is "an unsatisfactory mix of special school and ordinary school experiences". This ends in a final practice in a school for children with severe learning difficulties "which makes exceptional demands on organizational and teaching skills so that students need a longer period of preparation and acclimatization than is possible in the time provided".

There are also stern words about the professional aspects of science provision. While units catering for certain areas of the discipline are considered appropriate for intending primary teachers, the lack of a biological science to complement the work in physical science is "a serious dimension". And physical science itself lacks a professional dimension.

Technology, an historical survey, has limited value for intending primary teachers.

But while some aspects of teacher training are less than satisfactory, the inspectors note the resources available and the work of staff towards formulating a new BED as "encouraging evidence of a capacity for change to a generally acceptable provision for teacher education".

Right moves for Tory women MPs

by Biddy Passmore

Two bright young women MPs - one on the right and one on the left of the Conservative Party - have been appointed as Parliamentary Private Secretaries to education ministers.

Sir Keith Joseph will get staunch right-wing support from Mrs Edwina Currie, MP for Derbyshire South. The voluble, publicity-conscious Mrs Currie, who is 39, entered the Commons in 1983 after a successful local government career in Birmingham, where she was chairman of social services and housing.

She was educated at the Liverpool Institute for Girls, Oxford University and the London School of Economics and has held teaching and lecturing posts in economics, economic history and business studies. She is married with two daughters.

Sir Keith needed a new PPS - a minister's chief link with the back benches - after Mr George Walden, became an education minister.



Edwina Currie Virginia Bottomley

Of Mrs Patten, the "wet" minister of state at the DES, will have an ideological soulmate in Mrs Virginia Bottomley, MP for Surrey South West since a by-election in May 1984.

Mrs Virginia Hilda Brunette Bottomley, who is 37, was educated at Putney High School and Essex University and then, like Mrs Currie, took an MSc at the London School of Economics. After research for the Child Poverty Action Group, lecturing in FE and psychiatric social work, she became a magistrate and was chairman of Lambeth Juvenile Court from 1981 to 1984.

She is married to Peter Bottomley, a junior employment minister, and they have three children.

Business-like about buses

Local authorities should do more to co-ordinate school transport and the public bus service, the Government has said.

A circular from the Department of Transport says councils should take advantage of the new flexibility under the 1985 Transport Act to get better value for money from public transport, regardless of the type of client involved.

This can be particularly beneficial in rural areas, it says, where currently spending on school transport may far exceed the council's subsidy to public transport.

Company and introduces competition into passenger transport in the public sector.

But it does not change education authorities' duty under the 1944 Education Act to provide free transport for certain pupils - those living more than two or three miles from the nearest suitable school.

The circular says: "It is for the responsible local authorities to decide how best to secure school services, whether by the purchase of school buses for use on public transport, by contract services available also to the public, by exclusive contract services, or by the use of vehicles owned by them."

Top director raises alarm over cuts

become alarming, he adds, and the situation in mathematics is now "quite disastrous".

The education system of England and Wales used to be one of the best in the world yet has deteriorated noticeably since Sir Keith became Secretary of Education. Professor Lawton concludes that the Government's "very unfavourable picture that young people now have of teaching as a career" is a major factor in the decline of the profession.

NEWS

Shires accuse minister of 'betrayal' over election year spending plans Rate grant shift favours inner cities

by Mike Durham

The Home Counties are likely to be hardest-hit by the shift of resources from shires to inner cities next year as a result of the rate support grant settlement.

Mr Kenneth Baker, Environment Secretary, upset Conservative and Opposition opinion alike last week when he revealed details of the Government's local government spending plans for 1986/87.

The distribution of grant markedly favours London and inner-city metropolitan areas, in a year when local elections are due in most cities. Loyal Tory shires have complained that they have not been rewarded for keeping to Government spending limits.

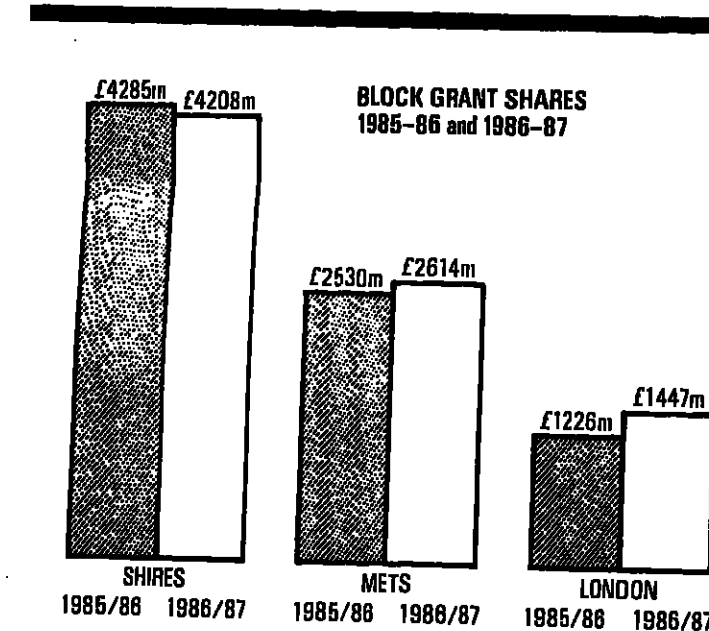
But the grant distribution formula has been eased to increase allowances for some remote counties with scattered school populations, and to lessen the burden of debt charges on education capital spending.

This means that a county with areas of sparse population, like Lancashire, for example, can expect its grant entitlement to increase dramatically per pupil. Debt charges worth hundreds of millions of pounds will be eased for some authorities, notably Durham.

Mr Baker's announcement was seen as effectively robbing the shire counties in order to compensate the cities for the abolition of the GLC and metropolitan counties next spring.

The Government's contribution to local government finance will be £11.8 billion in 1986/87, the same level in cash terms as this year and a slight reduction in real terms.

The proportion of local spending



financed by central government will drop from 49 per cent to just over 46 per cent. However, Mr Baker said that, because of changes in the target system, a further £400 million will be available for distribution.

Money tied up in specific and supplementary grants is continuing to grow. More than £172 million of the increase is related to specific grants including education support grants and grants for in-service training in education.

The bar diagram shows changes in share-out between shire county and metropolitan authorities. Grant awarded to the shires will drop, while that for metropolitan counties and London will rise sharply compared with this year.

Shire counties will receive just 50.9 per cent of the total grant, compared with 53.3 per cent this year.

It is estimated that the shires will lose £77 million in grant, while the

metropolitan districts will gain £84 million. Outer London boroughs will get a staggering £221 million boost between them.

Conservative Home Counties that supported the Government's low-spending policy - such as East Sussex, Kent and Surrey - will be particularly hard-hit because of the effects of the new advanced further education pooling (AFE) arrangements.

Conservative-controlled Surrey, one of the worst affected, could lose nearly £20 million in grant this year, or a quarter of its normal entitlement, according to county treasurer Mr Derek Thomas.

"We have lost a lot and are worse off than we expected," he said. Although large rate rises seem certain, they are unlikely to be as high as 20 per cent. Like all the Home Counties, Surrey, because it is close to London will feel the effects of the new AFE pool formula on top of the grant cut. It could amount to a further £5 million.

One commentator said: "Surrey and authorities like it have done everything the Government wants year after year. That's why there have been shrieks of betrayal from Conservative back-benchers."

"The shires have seen themselves progressively squeezed into lower and lower spending, and being rewarded by less and less grant."

The metropolitan authorities, however, have also condemned the grant settlement. They claim that it does not compensate for loss of grant in the past, and does not fully reimburse councils for the effects of abolition.

'Violent' campus meetings face ban

by Biddy Passmore

Universities have been advised to stop private meetings legally "public" if there is a high risk of disruption, so the police can be present to keep order. The advice is contained in guidelines on freedom of speech and in a written reply sent out to universities last week by the Committee of Vice-Chancellors and Principals.

But they acknowledge that, since university authorities are not physically or legally capable of maintaining public order in extreme circumstances, and since the police are not always ready to intervene on private premises, universities may have to have "violent" meetings.

Mr Maurice Shock, committee chairman, stressed that there was at present "a general or acute problem of disruptive or intimidatory conduct on university premises."

He said: "A small number of well-publicized incidents should be enough to bring about a more orderly pattern of meetings which take place on university premises up and down the land."

Mr Shock also stressed that, while nothing excused disruptive or intimidatory behaviour, students must be free to protest and heckle at meetings as long as freedom of speech and order are not infringed.

The committee recommends the universities should:

- Check their disciplinary codes to ensure that they protect freedom of speech and lawful assembly and the penalties are adequate
- Only allow meetings to be held where they are satisfied that arrangements will make proper arrangements about stewardship and control over entry, and after consulting the police when disorder is a real possibility
- Ensure that student unions and other societies give them advance notice of visiting speakers; and
- Ban meetings where there is a high risk of disorder.

Where, despite all reasonable precautions, disruption does occur, there is a breach of the criminal law. Universities should make no attempt to secure more privileged treatment for their members than for other citizens. The guidelines say.

They should be ready to assist the prosecuting authorities and, if charges are preferred, should hold up any internal disciplinary proceedings until the outcome is known.

Diane Spencer looks back over the year that produced the Honeyford and Poundswick affairs, the Liverpool rebellion, a White Paper on *Better Schools* and a Green Paper on higher education... but no pay rise for teachers.

Another 'war' that didn't end by Christmas

There have been rumours, but Sir Keith Joseph - memorably described by the NAS/UTW president as "the only guy who thinks before he speaks and before he speaks before he thinks" - is, like the poor, still with us.

The NUT president's fear that Sir Keith would be replaced by John Selwyn Gummer, have proved unfounded so far. "Come back Sir Keith, all is forgiven," he told the union's conference.

1985 was a year of long-running disputes: pay, Honeyford, Liverpool; and one which produced yet more Government and HMI documents. It saw the decline of Pinner Meridale and the rise of John Pearnan in local government politics, growing disillusionment with Burnham and the end of concordat between the DES and employers.

Ironically, International Youth Year witnessed football violence, riots and more cases of child battering.

January

The year began in its traditional way with Sir Keith putting the fear of God into the teaching profession by warning them he would introduce regular appraisal of teachers as part of his drive to raise standards. And, if necessary, this would be enforced in law.

The GCE boards decided to keep the post-16 education map untidy by agreeing to continue to offer the Certificate of Extended Education in competition with the Certificate of Pre-vocational Education. The Thomas report on London primary schools recommended that every school should have an extra teacher without class responsibility to allow for the development of subject specialists.

A chorus of derision greeted the Government's corporal punishment Bill on its first reading in the House of Commons. In a typically British piece of daft compromise it proposed that parents should be given the right to choose whether to let their children be beaten. With his usual impeccable timing, Sir Keith announced capital spending cuts of £308 million in the same week as the publication of the National Economic Development Council report on repairs and maintenance of Britain's schools. Some haven't been painted for 25 years.

The management panel of Burnham bought a page of *The TES* to explain its proposals on pay structure while Liverpool education committee warned it would have to sack 650 teachers to keep within its budget.

February

The NUT urged members to take industrial action after the pay talks were deadlocked when employers failed to improve on their 4 per cent offer.

Oxford dons decided to get their own back and voted to withhold an honorary doctorate from the Prime Minister in protest at her Government's education policies. Most of Fleet Street disapproved. The Education Secretary decided not to reconstitute ACSET, the committee which advises him on teacher training.

He then incensed both sides in the pay dispute by saying there was no chance of 7 per cent for the restructure package on top of the salary bill. David Hart, general secretary of the NAHT, called it "the biggest gaffe ever made by a minister during an industrial dispute."

March

The fourth week of the pay dispute was marked by the first industrial action. With superb accuracy, Fred Smithies, general secretary of the NAS/UTW, prophesied it would last until 1986. The corporal punishment Bill emerged unscathed from the Commons. Sir Keith rejected four of the recommendations from the Swann Report on the education of ethnic minorities on its day of publication. The report blamed deprivation for low achievement.

The White Paper, *Better Schools*, hailed as a blue-print for education in the 21st century, proposed changes in governing bodies, the introduction of AS levels and more specific grants for in-service training. Secret breakfast-table talks between local authority leaders and the NUT in a London hotel gave hopes of a new initiative in the pay dispute.

A Bradford education sub-committee passed a vote of no confidence in Ray Honeyford. The criteria for the GCE were announced. The month ended with Tory students behaving like yobos at their conference in Loughborough University.

April

The Manpower Services Commission was given the responsibility for extending the YTS to two years and sorting out the jungle of qualifications for 14 to 18-year-olds in the White Paper, *Education and Training for Young People*.

Ray Honeyford was suspended from his job as head of Drummond Middle School in Bradford.

The new NAS/UTW president Joe Boone, a larger than life figure with beard and red braces, laid into Burnham as a "quite unmitigated disaster". It couldn't negotiate its way out of a paper bag, he said.

Pupils don't get the point of decimals, even after 10 years of maths education and tests fail to reveal these shortcomings because pupils often get the right answers for the wrong reasons, the APU revealed.

A spending survey carried out by *The TES* confirmed that the squeeze on the education service was getting tighter. Four out of five education authorities have cut their budget in real terms since last year compared with three out of four in our last survey.

The HMI reckoned that calculators and computers are here to stay in their document *Maths 5-6* and they said there should be less but better maths teaching.

May

Four boys were swept to their death at Land's End on a trip from Stoke Poges Middle School and a fire at Valley Parade football ground in Bradford killed the lives of 52 people, including a dozen school children and a teacher.

After 30 years of pay equality in the profession, women teachers are getting a thinner slice of the cake, a survey showed. Liverpool pupils went on strike in support of teachers.

The Government's Green Paper on higher education was called "a phillistine's charter" by some critics - the least unkind thing said about it. Science and maths were to be given priority, arts should be squeezed and; there should be no increase in student numbers, it said.

A research team, led by Professor Neville Butler, found that pre-school education helps children get better academic results. Teachers warned that schools would have to close at

lunchtime because of the dispute.

Sir Keith remained unmoved by an HMI survey of education authorities which showed the grim and deteriorating state of buildings and shortage of books.

June

There was a distinct lack of surprise by the teachers of a village school near Banbury to the last item because they have had to wait for 10 years for a staff toilet.

Boys are "rude, noisy and generally awful" a research study concluded. "Co-education doesn't prepare girls, it batters them." Following the May elections, the A.C.C. was "hung" which raised hopes of settlement in the pay dispute. The 18-month-old row over the carve up on MSC funding for non-advanced further education arising from last year's White Paper, *Training for Jobs*, was settled with local government managing to save face.

The Audit Commission report *Obtaining better value for money from further education* was published. It claimed that 75,000 more students could be taught and savings made of around £300,000 per college totalling £30 million a year. "An educationalists' nightmare and an accountants' pipe dream" said NATFHE, sourly.

The NUT looked likely to lose its majority vote on Burnham as its membership had dropped.

July

The silly season came a bit early, starting on *The TES* when a sharp-eyed reader spotted that Humphrey, the Balliol Bear, pictured on the front page, was not of the koala variety which we claimed, but just a plain ordinary Teddy. Had the influence of Rupert Murdoch grown so strong that we had to describe all bears as koalas, he wondered?

Reason triumphed over lunacy and the House of Commons when, much to the chagrin of education ministers, the corporal punishment Bill was destroyed by the House of Lords. Ruth Lawrence, aged 13, came top out of 192 candidates at Oxford with a first class honours degree in maths. She also earned the pig of the year award for her remark that students don't work hard enough.

College and polytechnic lecturers settled for 5.8 per cent while the teachers' talks failed again, mainly because the Government, with unbelievably crass timing, awarded huge increases to top people in the Civil Service and Judiciary. The Fish Report on special educational needs in inner London called for new attitudes.

August

The NUT lost its majority on the Burnham Committee. Sir Keith said L.E.A.s could spend £1.25 billion over four years for new contracts for teachers. Scare stories about AIDS proliferated in the USA and Australia. Vera Chadwick won an industrial tribunal case against Lancashire L.E.A. after proving that she failed to be shortlisted for a head's job because she was a woman.

September

The new man entered the DES. Chris Patton, 41, was appointed as minister of state - one of the brightest young stars to get to Elizabeth House, it was thought. Lord Young was appointed Employment Secretary and Tom Scott left his job at STOPP. The Adult Literacy Campaign celebrated its 10th anniversary.

Ray Honeyford returned to his school after a High Court ruling that the council had to lift its suspension of him after the governors recommended his re-employment in June. Handsworth erupted in a night of violence and looting leaving two dead.

The conference season kicked off with the 'SDP' in the South closely



Top: "Justice for teachers" was the recurring cry de jour in both the Poundswick (pictured) and salary disputes. Left: Vera Chadwick, one of the few who had something to smile about. Right: the Balliol bear who was mistaken for his Australian cousin.

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The conference season kicked off with the 'SDP' in the South closely

followed by the Liberals in the far North. "From the sunny pleasure domes of Torquay to the cheerless porticoes of Dundee," our correspondent noted.

AIDS fear struck a British school for the first time. Liverpool teachers reacted with outrage and disbelief to the news that they would not be paid after the end of October. An earthquake in Mexico killed at least three British students among the thousands of victims. *The TES* celebrated its 75th anniversary.

October

Adrian Mole's creator, Sue Townsend, said teachers were "deeply boring and conservative". Headteachers in Liverpool were threatened with surcharging if they failed to deliver redundancy notices. The worst yet to hit Britain's streets occurred in the Broadwater Farm Estate in Tottenham, north London. A policeman was killed and a special school was among the buildings damaged and vandalized.

Mrs Thatcher held a teach-in at Number 10 on education, described by a state school head as "a gathering of the black and the blue". Black Paper people mingled with the likes of Rhodes Boyson and Ray Honeyford. "Teachers in Manchester went on strike in support of colleagues in Poundswick High School who had been suspended because they refused to teach 'the dirty five' - the boys who drew racist and obscene graffiti on the school walls."

Sir Keith told the Tory faithful at the party conference in Blackpool that the pay dispute had gone on far too long. So did his speech, by all accounts, as his audience yawned.

November

The Queen's Speech promised legislation on teacher appraisal. Sir Keith said there was £10 million available for lunchtime supervision. In an amazing burst of democracy, the NAS/UTW decided to ballot its members over any improved pay offer. Croydon issued a 27-page parents' guide on curriculum in its primary schools. The National Advisory Body for local authority higher education told Sir Keith it couldn't meet his Easter deadline on recommending closures in teacher training. He replied that he would bypass them if they did not come up with proposals by May.

The House of Lords ruled in the Honeyford case that local authorities, not school governors, have the last word on a teacher's dismissal.

The University Council for the Education of Teachers met, for the first time behind closed doors, to discuss how education departments could stand firm against the twin pressures of HMI inspection and Government accreditation of initial teacher training.

The newly-constituted teachers' panel, without the NUT majority, met and NATFHE put a spanner in the works by voting with the NUT to help defeat a motion from the NAS/UTW to resume negotiations. Normally it abstains.

Three hundred Liverpool education staff planned to meet in a nearby pub if they were locked out of their offices during the rates dispute. In the end they didn't have to as the Swiss gnomes helped the council pay its bills with a loan.

George Walden was appointed to replace Peter Brooke, junior minister for higher education, who went to the Treasury after Ian Gow's resignation over the Northern Ireland agreement.

December

In the run-in to the season of goodwill, the Church of England was dubbed as "naïve" and "Marxist" by Tory critics for its report on inner cities. It described gross inequalities and said Church schools could be divisive.

A marked increase in child smoking worried DES ministers so much that they decided to spend all of £1 million on a pilot advertising campaign in two areas of the country.

One of the longest running disputes - the Honeyford case - was settled at last, with the headteacher accepting a pay-off deal worth £161,900 in the long-term.

Education, along with all other local authority services, was to blame for the death of Jasmine Beckford, the four-year-old beaten to death by her stepfather in Brent, the Blom Cooper inquiry found.

Local education authorities dramatically tightened up sanctions against teachers taking industrial action as the pay dispute dragged on and on and on. Watch this space next year.

AUT slams university chiefs for 'total failure' on pay

by Bert Lodge

Vice-chancellors had not shown obvious resistance to the Government's policy of cutting higher education, a meeting of the Association of University Teachers was told last week.

The Committee of Vice-Chancellors and Principals had condemned the Government's philosophy of a shrinking system of higher education, conceded AUT president, Dr Alan Taylor Russell, speaking at Newcastle University. But he accused them of failing to have any real impact on events.

"I have no doubt that they share our concerns and also wish to see a proper-

ly funded system, providing access to university education for a much wider cross-section of our society. They say they share with us our concern over morale and salaries as well. And they say they appreciate the need to address politicians and the wider public in order to drive the political message home.

"I should have wished we could be reporting that their concern had been translated into effective action. But on the general issues of funding and access, their public profile and their impact on events has been so small as

to easily escape notice.

"And on salaries, amid much hand-wringing, they have shown a total failure to do anything useful to reverse the erosion of academic and related staff salary levels."

Vice-chancellors had let their staff down badly over pay, Dr Taylor Russell said. This applied, not only to the 1985 settlement, but also in arguing for additional funds to deal with pay erosion and, most recently, in relation to salary structure. "After months and months of delay while they got their act

together, they have delivered a package of such mischievous irrelevance to our present problems over pay as to be beyond comprehension."

For the first time in the AUT's history, members will strike for one day next month to demonstrate their anger at cuts in Government funding to universities and its effects on their jobs and salaries. A ballot in which 68 per cent of the membership voted endorsed the strike call by 10,871 votes to 9,051. The date selected for the strike is January 15.

PRIMARY

Split on alphabet's value for reading

by Susannah Kirkman

Knowing the alphabet is strongly related to reading ability, but most teachers still refuse to teach the names of letters because they believe it interferes with children's progress in reading, according to 400 London schoolteachers in a recent survey.

Dr Alan Taylor Russell, speaking at Newcastle University, said: "Teaching letter sounds to early ages, and is fervently defended by teachers, particularly where pupils have learning difficulties. But the practice is unsupported by any re-

search. Mr. Trickey's research, which formed part of the Barking Reading Project, considered more than a dozen different skills which were related to reading and found that knowing the alphabet was the best predictor of a child's future reading ability.

"The Barking project set out to look at the reasons for low reading ability and to find the right approaches to teaching reading."

The alphabet, long considered the first step to literacy, lost its pre-eminence in the classroom in the 60s in the revolt against rote-learning. But, according to Mr. Trickey, the new child-centred approach actually put constraints on the child learning to read.

He urged teachers to be more flexible in the early reading methods they used. Teaching the alphabet was easily compatible with child-centred

Pre-schooling 'case made'

by Sarah Bayliss

The case for pre-school education for all children whose parents want it, needs no long-term justification, according to a London research unit.

Members of the Thomas Coram Institute at London University's Institute of Education, told a conference of educational researchers that the short-term benefits to children and their parents were enough to justify a national pre-school service.

"If there are long-term educational effects then that is a bonus," said Mr. Peter Moss, a senior research officer. France, Denmark, Sweden and other European countries all had national pre-school programmes, because they believed that families in immediate need should be served. Britain should adopt the same approach, and make the same investment, including investment for research into assessing the differences between types of child care.

Mr. Albert "Ossie" Osborn, a senior research officer at the Department of Child Health Unit at the University of Bristol, has concluded that children who have had some form of pre-school experience lasting three months or more achieve higher

academic scores at the age of 10 than children with no such experience.

The research, exclusively previewed in *The TES* last May, is based on a cohort of around 14,000 children whose progress continues to be followed in a major social and educational longitudinal study.

One negative effect of pre-schooling was found among children who attended five or more sessions a week at public day nurseries, which prompted the study to recommend part-time attendance. Half of those children were more anti-social and hyperactive than children without a pre-school place.

The research showed that 46 per cent of children from the most socially disadvantaged families had no pre-school experience compared with only 8 per cent of the most advantaged children.

Mr. Charlie Owen, a researcher from Thomas Coram, said the results had more plausible explanations than the children's pre-school background. Their home background would deter-

mine whether they attended pre-school.

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SCHOOL TO WORK

Sir Keith chooses poly director for key MSC post



Kenneth Durrands



Wilson Longden



John Pearman

A polytechnic director has been appointed to represent the education service on the Manpower Services Commission.

Mr Kenneth Durrands, rector of Huddersfield Polytechnic, and a former secretary of the Committee of Directors of Polytechnics, replaces Mr Wilson Longden as the education commissioner next week.

The choice of a figure from higher education for an appointment which consists principally of representing non-advanced further education was made by Ministers against the advice of at least some of their senior officials. It has caused considerable dismay and exasperation among the further education bodies.

For the second time in succession the Education Secretary sought nominations from the principal FE associations and then ignored them. Some irony attaches to the fact that the associations were very ready this time to accept the re-appointment of Mr Longden, the Bedfordshire Tory vice-principal foisted on them three years ago, but that Ministers determined to get rid of him. The DES asked the

associations to nominate suitable college principals with the intention, it is thought, of excluding any possibility of their recommending Mr Longden, who has frequently attacked Government policies on young people and further education. Despite this, NATFHE, the lecturers' union, said it would not object to his re-appointment. The Association of Colleges of Further and Higher Education contented itself with pointing out that it would be difficult for a successor to reach the very high standards of consultation and representation which Mr Longden had set.

Mr Durrands, 56, began his career as an engineering apprentice and became a university lecturer, returning to industry to hold a succession of senior engineering posts before his appointment to Huddersfield poly nine years ago. He has served on a number of higher education bodies and Government committees, and played a prominent part in the work of the former Business Education Council.

ACFHE's secretary, Mr Derek Bradshaw, who is a Doncaster college principal, said that Mr Durrands was

well-known to many of its leading members and was highly regarded by them. He was a forceful and energetic man who was well equipped to champion the interests of education on the MSC.

Mr John Pearman, vice-chairman of the Association of Metropolitan Authorities Education Committee, a places Mr Alistair Lawton as its representative of English and Welsh local government. The change is regarded as strengthening the voice of education on the commission, as it is an appointment to represent Scotland's authorities of Mrs Barbara Vaughan, education convener of the Tynes education committee.

Mrs Vaughan, a Conservative, is expected to defend education interests at least as strongly as her Labour predecessor on the commission, Mr Malcolm Green, and a good deal more strongly than Mr Lawton, who has often supported Ministerial demands when they have clashed with the view of the education service - including its own Association of County Councils and of other commissioners.

Dole youngsters 'not workshy'

At least one in eleven of last year's school-leavers has opted to stay unemployed rather than enter the Youth Training Scheme, according to an independent survey of "refuseniks" known to the Careers Service.

The results are reported just as the Manpower Services Commission is embarking on its own large investigation into the motives of youngsters who remain outside the scheme.

But the overwhelming majority of the youngsters who decide to stay out of the YTS do so, not because they are workshy, but because they do not believe the scheme will be of any use to them, says Youthaid, the youth employment pressure and research group which carried out the study.

Nearly nine out of ten of the youngsters interviewed rejected the suggestion that they did not want to work. More than half said they would not choose to stay on the dole even if they could get more money that way than by working.

The researchers obtained their figure of the total number of youngsters opting out of the YTS by contacting all of Britain's careers departments and getting from each either its recorded total of youngsters known to be eligible but outside the scheme or, where no record was available, the department's most conservative estimate.

Youthaid says that since it ignored those leavers with whom the service had lost touch, its total of 27,000 could be half the real figure.

In March the researchers interviewed 879 youngsters thought by their local careers officers in northern cities, parts of inner London, and two South-Western shires to be neither in jobs nor in the YTS. Just under two-thirds of them said they had been offered a place since leaving school and a few turned out to be ineligible. About one-third said they had not been offered a place at all.

Of these many were doing 't'ings they thought more useful such as part-time education, home study, or

part-time work; were waiting to join the armed forces; were looking after sick relatives or were pregnant; or had missed being offered a place because they had worked in a job after leaving school and later slipped through the careers services net.

Nearly nine out of ten of the sample agreed that work would make them feel they were "doing something with my life"; nearly three-quarters said that they were bored without it, and nearly as many said that they did not "feel right" being out of work. Nearly nine out of ten disagreed or disagreed strongly with the statement "I don't want to work" and only 3 per cent agreed that was their attitude.

Nearly two-thirds of those interviewed claimed to have applied for up to 10 jobs; a further one in 20 had gone after 25 jobs or more; one in eight had applied for between 11 and 25 jobs; one in six had not applied for any and 4 per cent did not know how many jobs they had applied for.

Given the choice, nearly nine out of ten interviewed would opt for a job first; one in twelve would prefer full-time education; 2 per cent the dole, and 4 per cent YTS.

Four out of five had some idea of the sort of job they would like and most of these aspired to jobs of the kind employed leavers of their age were doing. Most males wanted manual jobs, and most females retail work or jobs in the clerical, service, or personal social service sectors. Some said they were prepared to do anything except join the YTS, and of those who had been offered a place in the YTS very few felt it matched the work they wanted to do.

Youthaid says: "This suggests that there might be a serious discrepancy between demands for placements and the type of placements actually on offer. But it warns that it has not been able to compare aspirations with both YTS provision and the local jobs market.

New pilot programme for trainees

Youth Training Scheme trainees will enter for the same qualifications as many students in sixth form and colleges if a pilot programme goes under way successfully.

More than 700 trainees in the YTS and its Northern Ireland equivalent, the Youth Training Programme, have begun preparing for the Certificate of Pre-vocational Preparation, full-time education's 17-plus.

The Joint Board for Pre-vocational Education, which controls the 17-plus, says that the project has been funded by the Manpower Services Commission and the Northern Ireland Education Department to see how far the certificate can be incorporated into the youth scheme.

City and Guilds and BTEC, who between them administer the courses, hope to learn how their curricula can be integrated with the core objectives laid down for the schemes, and to measure and assess what the trainees have learned at work.

Thirteen managing agents are taking part in the pilot programme, three of them in Ireland and the rest in England and Wales. The board says it chose the schemes to get a good regional mix with different kinds of programmes because "a representative cross-section was of crucial importance."

But in fact most of the projects are being run by colleges, local authorities or voluntary agencies - the kind of projects whose future is at present uncertain because of the new funding arrangements proposed for the two-year version of the YTS, and because Ministers are insisting that as much of the scheme as possible should be run by private employers.

The one-year pilot programme, which began in September, is being run under the present YTS arrangements, but the aim is to develop courses which can be used for the first year of the new two-year scheme.

Edited by
Mark Jackson

OVERSEAS

Gun law comes to the classroom

UNITED STATES

Bill Norris on the latest high school tragedy

The 14-year-old junior high school student in the small town of Portland, Connecticut, had been acting a little strangely. He had taken to wearing a long overcoat all day, and then he was suspended for refusing to take his hat off in school.

"He was a nice kid," said one of his classmates. "He liked to fool around a lot. But just lately he's been down low, like something's been wrong with him."

Last week the nice kid showed up at school with a 9mm semi-automatic

rifle and went hunting his headmaster. He found him in a ground floor corridor and raised the gun.

Principal Don Rixon did not wait to see if it loaded; he dived into an office and locked the door. This was just as well. The nice kid fired several shots through the door, injuring Mr Rixon with flying glass and wounding a 53-year-old secretary in the arm.

The boy then headed upstairs, where he encountered the school caretaker, David Bengston, 36, and shot him dead.

Following this he grabbed one of his fellow students as a hostage and barricaded himself in the school's computer room. Teachers alerted over the public address system locked all doors while the children overturned desks and hid behind them.

Half an hour later, the boy threw out

his gun and surrendered to the police. "It could have been a whole lot worse," said a police spokesman.

The boy's identity has been withheld because of his age. As for his motive, the only explanation came from a girl who happened to be in the computer room when he burst in. "He just said he had to get out of here," she said. In a second high school siege in Philadelphia recently, four students, a secretary and a priest were held hostage by a young gunman demanding that President Reagan should resign and turn over the leadership of the country to him.

"The forces of evil will bring about the death of this nation. They will shut down your nuclear reactor, leaving you defenceless. They will cause earthquakes that will level all your cities."

The note went on: "They will make all American women infertile until this

country's population is reduced to zero. They will kill your children and politicians one by one. I am not doing this against my country, but rather to save my country from total devastation and destruction."

The siege lasted seven and a half hours, during which the gunman lost one of his student hostages when the latter slipped out after asking permission to leave the room for a glass of water.

He later released the secretary and the priest. But police waited impatiently outside the school office, fearful of the safety of the remaining three 16-year-olds.

In the end the three, deciding that the gunman's weapon was not real, tackled him and took it away. Fortunately, it did turn out to be a starting pistol, loaded with blanks.



School warnings on drug abuse go largely unheeded

To fail is to fail whoever you are

SPAIN

Sarah Jane Evans on the progress of curriculum reform

relation.

At the end of the two years, all students will receive the same award, which will qualify them for university entrance, or other professional studies. This does away with the six-form year, COU, the *Curso de Orientación Universitaria*.

COU has been followed in the fourth year, by those who have received their *bachiller* in the third year and want to go on to university. It has a common core with some specialist teaching.

Participation in the reform is voluntary at present and, within schools that have elected to take part, parents can choose whether or not their children are in reform classes. The reform,

apart from requiring more active teaching methods - such as team teaching and more personal contact between teacher and pupil - also involves much greater participation by parents and students.

Surveys have revealed that, in general, parents are pleased with the reform and feel that the standard of teaching has improved.

However, *frustración*, pupil failure, is still the key word. The latest inspection revealed that 28 per cent of secondary students did not complete the four-year course, while an average of 50 per cent do not achieve the status of *graduado escolar*, for successfully completing primary school education.

The reform of primary education has been running for longer, but has yet to produce solid results in terms of substantially reduced failure rates. The results of the secondary reform pupils so far show that they have reached higher standards, but their failure rate has been just the same as

that of students in "ordinary" classes, and especially in maths and Spanish. The civil servant in charge of the reform says this is because teachers, while using new ways of working, still feel happier carrying out assessment of their assigned subjects in the old way, and that they have not been evaluating achievements in general objectives.

This undermined an attempt at reform in 1970. The existing system had been criticized for excessive rigidity, depending on transmitting excessive information and overemphasizing examinations. The 1970 Education Act, sounding very like the current reform, declared that the *bachillerato* was to encourage independent learning and interdisciplinary studies, and teaching was to be more active.

This reform may be similarly demotivated once it extends beyond a small group of committed teachers. Hitherto, the reform has been run by the ministry, but its administration is gradually being devolved, with the recently instituted teachers' centres taking an active part. This may dilute the reform.

Unreformed secondary schools have had their innovations this year. Students will now be able to study a second foreign language (English is the most popular, followed by German); newspapers may be used as a teaching aid; and a progressive programme of introducing computer studies into schools has begun.

The Lancaster goes bombing ahead

MEXICO

Stephen Downer describes a unique success story

The bi-cultural Lancaster School in Mexico City, founded with 40 children in 1979 and unique in Latin America, plans to double today's student body of 400 by 1990 and move to a purpose-built site as soon as possible.

Headmaster Gerald MacCarthy says the school will start a fund-raising drive in Mexico and the UK in 1986.

The Lancaster, a non-profit-making limited company, must leave its rent-free premises in southern Mexico City by the end of the 1986 school year. The deadline's approach coincides with the governing board's opinion that two parallel, mixed ability groups are needed at every level to make the school cost-effective.

The Lancaster is the only school in Latin America favoured by British Parliamentary statute. A British-Mexican government agreement, signed in 1982, permits it to teach a complete range of courses, from kindergarten to university entry, and have its studies recognised by both governments.

Thirty-nine qualified Mexican and British teachers instruct the same people in the same class and groups are restricted to 25 children.

"A small group of parents and teachers founded the school so as to be within the Mexican system but not

outside the British one," says Mrs Jenny Ruiz, the founding head, now in charge of the primary school. "We had a clear idea of what we wanted academically and culturally and we are getting there, with tremendous parental backing."

One parent, Mrs Ave Lopez Mateos de Zolla, daughter of the late Adolfo Lopez Mateos, Mexican President from 1958 to 1964, lends the school its colonial premises in Talpan, an historic area close to the remains of a pre-Columbian town.

"The school has lived up to our expectations," says Mrs Ruiz, a Briton married to a Mexican.

Mr MacCarthy, who is in his fifth year with the school, says: "We had to study how to integrate the two programmes and we are learning all the time." He is pleased with the school's progress. "We have been very successful in the degree of acceptance. At first we thought that the Mexican authorities would try to block the British side and we were worried that the British would think we had gone entirely over to the Mexican system and were trying to pretend to be British."

But the Mexican and British authorities have repeatedly praised the school, which has been within the Mexican system for 18 months, while criticising its installations, some of which were damaged in September's earthquake.

The Lancaster has advanced to the



Mexican pupils have their exams set and marked by the school

first year of A levels and its studies have been recognised by Mexico's National Autonomous University since the beginning of the academic year.

The first Lancaster children - seven in all - took a total of 49 O levels in the summer; 81 per cent were graded and 43 per cent were C or above, which, according to Mr MacCarthy, "is not bad."

Mr MacCarthy read English at Oxford, taught at St Paul's and ran the junior department at Worts boarding school.

He says that the Lancaster operates in a "difficult environment" because of the lack of an external examination in

Mexico. "Mexican schools set their own exams and give their own results. Therefore, it doesn't come easily to Mexican families to face the challenge of external examination, which the British system has as its only criterion."

Many parents are former British Council scholars and the school, which is close to the National University campus, has "an excellent and intelligent parent body," says Mr MacCarthy.

The Lancaster's annual drop-out rate is only 10 per cent and the primary school had only six places available this school year.

Why coke is the real thing for seniors

More high school seniors in America are using cocaine than ever before. According to a survey by the University of Michigan, which has been reviewing the drug situation in schools since 1974, 17 per cent of those questioned said that they had tried cocaine in 1985.

This represents an increase of only 1 per cent over 1984, but it accompanies a rise in the use of such things as cannabis, tranquilizers, alcohol, cigarettes, and opiates other than heroin. All these had been declining since 1979 - a trend which is now apparently reversed.

The survey covered 16,000 senior students in 132 public and private high schools - the greatest number ever questioned. Lloyd Johnston, director of the study, said this week that the increased drug use showed up in students of both sexes, in both urban and rural areas, and in those who were bound for college and those who were not.

"Beginning about 1980," said Mr Johnston, "there was an important turnaround in young people's attitudes about abusive substances after nearly two decades of continuous increases in use. This year, however, only three drugs showed continued decline: amphetamines, methamphetamines, and to a lesser extent, LSD."

Overall, some 61 per cent of the class of 1985 admitted trying an illicit drug at some time in their lives, with 40 per cent using a drug other than cannabis. One in five seniors is currently a daily cigarette smoker, and 87 per cent admit to heavy drinking - defined as five or more drinks in a row during a two-week period.

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TALKBACK

Talk as a springboard

ADRIAN GREEVES

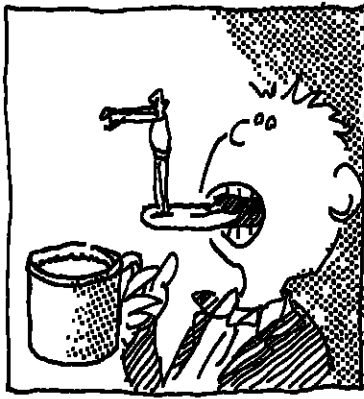
Why are some teachers so terrified of their pupils' tongues?

Last year, in my work at Westminster College, Oxford, I had a seminar group of nine first-year students "doing" English; of these, three had done their A levels under régimes in which it was considered rude to disagree with the teacher's opinions. These three were awestruck at having (and being allowed) to discover and voice their own views. In time, I am glad to say, they were talking with the best, and writing authentically; but what if they had gone to an institution which mainly lectured at them?

This year I am having the deep excitement of a term in an Oxfordshire primary school. Among the many benefits I have so far gained, chief is a renewed sense of how vital a resource there is in talk.

In one infant class the results of using children's talk as the springboard for much work have been spectacular. The children have been dictating stories to be typed on a jumbo typewriter, and those who can, have read them back.

Amanda (let us call her) hated reading - minding out of the way at the very idea. Then she dictated her own story and read it aloud: being, as all children (and adults) basically are, egocentric, she thought it terrific - and so thought reading terrific. More than that, she read her own piece not like a dalek, delivering each word as an isolated unit, but with the gradations of her normal speech. This has spilled over into her other reading: along with others, she now reads more humanly than children years older. She has also



become a passionate reader - quite boring on the subject she is.

And the value is for more than the reading: every child (as one would expect) has spoken a story miles beyond the quality of their written work - assuming they can write at all. Take Darren: being asked to spend 15 minutes writing a story, he could manage only, "I went to a party at my nan's". But, given the same time, he dictated the following story which in my opinion could not be produced by many teachers in a quarter of an hour (though they could criticize it), or, come to that, by many writers of children's reading books. Isn't this more energizing than Roger Yellow-teeth or whoever?

Mr Carrot

Mr Carrot hopped out of the house and came to a hole. He jumped over the hole, but his boot fell into it. He can only have one boot because he is a carrot, and if he had two he would have to wear one on top of the other.

Then he looked down the hole and saw a normal rabbit. He said: "Could I have my boot back, please?"

The rabbit said: "No! You are not having your boot back." The rabbit jumped out of the hole and he tripped the carrot over.

Mr Carrot skipped up. With his roundish end he head-butted the rabbit, and with his pointed end he poked the

rabbit. The rabbit ran away. Mr Carrot hopped back home and got his step-ladder and some string. He went back to the hole and put his ladder down it. Then he climbed down the hole on the ladder, and suddenly he found a shine of light, because the rabbit had his light on downstairs.

He saw his boot. He said: "Hi! Hi! Ho! Ho!" He climbed down the ladder further, and suddenly a bleep appeared, because the rabbit had something in his pocket like a telephone, and whenever someone went down the hole the kind of telephone went "Bleep". The rabbit ran back to his burrow and found that Mr Carrot had gone because he heard the bleep.

The rabbit took the boot back to Mr Carrot's home and said: "I will make friends with you." Then they both went to the rabbit's home and had a cup of tea.

Given this degree of native talent, it is already possible to develop the skills of invention, characterization, surprise of plot, and so on: how insulting and wasteful it would be to say that Darren's level of composition is that of "I went to a party at my nan's". The skills of hand and eye co-ordination, and memory for shape (the mechanics of writing) will come to this six-year-old in good time. But how many more inglorious Darrens languish under tutelage which equate these skills with authorship?

Nor is Darren so exceptional: the whole class, divided into six successive groups, dictated a story about a cat with a split personality - Jekyll and Hyde transmuted into Snuggles and Scratch. Read to the whole school it held attention as no other "story-writing-for-assemblies" began to do, and won from the old lags at the top of the school high and vastly encouraging praise.

Life, of course, has rather more to it than academic matters: and another huge value in talk is the intrinsic worth of self-expression. It happens that during these last months I have heard

of several private disasters greatly exacerbated by a failure of people to be able to communicate their feelings. Maybe two many sat silent in rows while at school?

There is nothing new in what I have discovered of the values of talk. Why then do so many schools and colleges squander it? Let's enumerate some of the disadvantages.

1 If people talk they may come up with ideas and questions not catered for in teacher's notes. Very disturbing.

2 Much talk goes up the chimney. Pencil heads who live for days when educational tourists bomb through their school, will find their passion for display limited - time may have been spent at the invisible growth of discussion.

3 Talk makes a noise. As with drama, there will always be neighbours who equate noise with disorder.

4 Talk requires that classes exercise self-discipline rather than being drilled; and contrariwise it requires very skilful direction so that what happens is more than playground chatter. This is disturbing alike to the martinet and the love-'em-and-leave-'em liberal.

Sometimes, listening to recordings from the House of Commons as I drive in to college, I am encouraged to know that I will be met with more courteous, subtle and creative discourse than is the case in that slanging-court; but as I return eagerly next term to college, one of the cross-fertilizations I hope to take back from this term among the children, is a determination to do what I can to help our other Westminster become even more of a parliament than at its best it already is.

But talk, of course, is not all. And the possibility of spending the whole of the next academic year in school is all the more enticing because of the prospect of exploring how to bridge the gap between what the Darrens can write and what they can so memorably say.

Adrian Greeves is a senior lecturer in English at Westminster College, Oxford.

Yehudi Menuhin. Perhaps in 30 years time as a father sits down with his family to watch a soap opera, a yet unthought-of signature tune will evoke a response: "That's Liuzi's Hungarian Dance No. 6". He will explain with a smile of remembrance to his amazed family how he once played that piece of music when he was six years old.

In 1985 us the infant teacher dislikes and puts away in their respective boxes kazoos I and kazoos II. I also may consider that when the back pay comes, she might spend part of that on some replacements.

The nuggets of primary education come in all shapes and sizes; sometimes conditional require deeper mining to discover them.

John Myers is head of Cherry Hinton community junior school, Cambridge.



recommended in the HMI Curriculum Matters 4 - Music from 5-6. However, this teacher does unwittingly fulfill all the seven aims of music education as identified in that document.

Somewhere in that infant classroom may be the new Benjamin Britten or

Guidance. It's just a fact of life, or something similar, that there are no black administrative staff, no black educational psychologists, no black peripatetic teachers, no black consultant psychiatrists, no black social workers and no black cleaners.

The pictures and images displayed in the waiting room and along the corridors are nearly all white - the exception is Mickey Mouse at the foot of the stairs.

One of the three senior registrars in Children's and Adolescent Psychiatry is Asian, and two well-qualified and experienced teachers of Asian origin work in the clinic. In some other authority they may well have been given the status and remuneration of their talents; but in this "multicultural" authority, they are called "multicultural advisers" or some such title and paid on Scale 2.

Unlike the rest of their colleagues, the teacher interpreters do not have a room they can call their own. With the exception of senior staff, it is the custom, born out of necessity for two professional workers to share a room. The teacher interpreters are based in what is euphemistically called "the library", a large room containing a few books and old journals which is often used for groups and meetings and as a store for the audio-visual equipment.

The lunchtime there is a meeting in the library. Mr Shah, who runs the Bilingual Teaching Centre, is talking to those interested about promoting the language work in primary schools. She is a softly spoken but determined. It is obvious that she has

Gwynne Jones is a social worker in the Midlands.

Wounded spirit

TREVOREASTON

It's not the extra long hours, the months of continuous lunch duty, strikes and walkouts nor even the contact with the disenchanted, wounded. No, it's the isolation, a feeling of helplessness. Strange, isn't it, that I should share those feelings that have galvanized a devoted, moderate profession into a militant and sheer hard work? I am headship. Not a big one, I am sure, and in a school serving a somewhat rural area, is not a very large post-industrial small town in headship.

Now I wonder why I bothered to perhaps not all the time because still remains that missionary zeal, vision, that drive that demand minimum of 15-hour days, little time with my young family at constant air of confidence; that of working class children freed in their historical "class" challenges attending a school that view education as a process of liberation, like a totally egocentric feeling like children need me.

Such perspectives underpin decisions to keep the school open, to adopt the siege mentality of "the cope". But can I?

Well yes, I justify the constant lunch duty to myself on the grounds of preserving the jobs of underpaid, teen staff for whom the pay is more than mere pin money.

Then there's the children, ha! them from school at mid-day! fair nor good for the school, but over the past two years, I have been very hard to improve its pupils. There have been successes. I have now lunch in the local pub. I said I couldn't stop it but I did.

Few, if any, of our pupils were seen strolling around town at noon with a John Player, casually from his lips. And what about there checking and checking, and diving, a customer on committee.

Isn't it strange that, despite all curriculum renewal in school, it's clear lunch-time streets that have most for the school's reputation? And now? You don't see anything resulting from school "renewal" local "aces". You don't see a cult at breaks because you are of these hard line results that are their "tree time". You feel obliged, justly all your actions in case they are taken as "managing" seeking to undermine the legitimate action of an accredited trade union.

And then what? How do you win when the local police inform you day-time glue sniffing has almost to the day you have been locked out those who "go yank" because you couldn't safely remove them all? Well, you could write an article for Talkback, but the serious wounds to your ego or you could sit in on a staff demonstration just what you want to do. Well, is it to be a second-year or third-year English? Let's look at diary. "Meeting with adviser on subject of staff redeployment."

As it happened, the millions of witches (some estimate as high as 9 million) who were executed during the 15th, 16th and 17th Centuries following the publication of Kramer and Sprenger were

indeed have been the lady "living next door" or the "woman with the bright eyes on the bus" or the "lady with the dazzling smile offering sweets" or the "lovely school teacher" described by Dahl. She often was.

And then - on the evidence of a birthmark, or a mole, or a lump in her breast, or the death of a cow, or a poor harvest, or some man's alleged impotence or a confession extracted under prolonged and unspeakable tortures - she'd be killed. Detailed accounts of witch trials demonstrate just how petty and everyday the "witches" offences were. I find the similarities between Roald Dahl's children's story and the real propaganda about and persecution of women as witches deeply shocking and alarming.

Woman-hatred is at the core of Dahl's writing - creating fear and suspicion and disgust and misogynist attitudes towards women in children's minds. That it may not be deliberate or conscious

grinder." Does Mr. Dahl not know that this is, in fact, a favourite image of the pornographer?

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Women suspected of being witches were stripped, raped, hoisted by ropes and dropped repeatedly bearing 50lb weights, held under water, mutilated, maimed, mangled. Women now are still stripped, raped and beaten.

On the same day that I read the Roald Dahl extract I also read about a group of six young men who gang-raped two girls (one 30 times, the other 15). In their defence, they were described as "acting with a herd-like instinct"; their parents found it "hard to instil proper sexual attitudes

Children at a friend's school have been practicing

Bewitching the boys

Roald Dahl's latest paperback encourages the hatred and abuse of women, Catherine Itzin argues.

Real witches dress in ordinary clothes and look very much like ordinary women. They live in ordinary houses and they work in ordinary jobs. That is why they are so hard to catch. . . . A witch is always a woman. . . . There is no such thing as a male witch. . . . a real witch is easily the most dangerous of all living creatures on earth. What makes her doubly dangerous is the fact that she doesn't look dangerous. Even when you know all the secrets. . . . you can still never be quite sure whether it is a witch you are gazing at or just a kind lady.

You may be wondering about the origins of this curious quotation. You would be forgiven for thinking that it came from the infamous *Malleus Maleficarum*, *The Hammer of Witches* (1486) by Kramer and Sprenger, the 15th Century experts on hunting, torturing, hanging and burning of English witches. But you would not go to the top of your class with that answer. For this is an excerpt from a new book - *The Witches* - by Roald Dahl, the famous children's writer. I came across it in the current edition of *Puffin Post* published by the Puffin Club, to which my 11-year-old son is a keen subscriber.

It fell quite innocently through the letterbox recently, but reading it made my blood run quite as cold as it did in first contact with Kramer & Sprenger's misogynist tract:

Women are more credulous. . . . Women are more impressionable. . . . Women have slippery tongues and cannot conceal from other women what by their evil art they know. Women are feeble in both body and mind. In intellect they seem to be of a different nature from men. She's a liar by nature, vain, more bitter than death, contaminating to touch. . . . They brood on vengeance therefore it is no wonder they are witches. . . .

The similarity in style and content of this with Dahl is astonishing and I am struck particularly by the mutual anxiety of the authors, although separated by four centuries, to re-assure themselves that only women, not men, could be witches.

As it happened, the millions of witches (some estimate as high as 9 million) who were executed during the 15th, 16th and 17th Centuries following the publication of Kramer and Sprenger were

indeed have been the lady "living next door" or the "woman with the bright eyes on the bus" or the "lady with the dazzling smile offering sweets" or the "lovely school teacher" described by Dahl. She often was.

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Burning witches in Germany, 1655

"ordinary women in ordinary clothes in ordinary houses", exactly as Roald Dahl describes. They also, but not always, had the disadvantage of being old, or poor or unmarried, often in the 15th Century equivalent of the caring professions: doing the jobs of community midwife or medic (before the advent of male medicine). She could

is no excuse. Someone somewhere should have spotted the implications of this dangerous material and stopped its publication. Yes, dangerous. No, that is not an over-reaction.

"If only there were a way of telling for sure whether a woman was a witch or not, then we could round them all up and put them in the meat

Someone should have spotted this dangerous material and put a stop to its publication

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Can you kazoo?

JOHN MYER

In a small rural school there is a teacher who has taught the infant class for 15 years.

Her classroom does not feature on the "circuit" for research students, inspectors or American visitors and she is blissfully unaware of accountability, management or the current acronym CRIST being something the local youths arrange for the bus shelter.

A day at the races

GWYNNE JONES

From my office window, not many miles from Handsworth, I watch a dreadlocked walk along the street, I lose him behind the wall which surrounds the building, a former girls' grammar school and now housing the Child and Family Guidance Service. The wall is seven feet high and topped with broken glass. I am uncertain whether it is designed to keep me in or the likes of him out.

The lack of space in the existing car park has been a constant source of irritation within the clinic since it moved here five years ago and now there are plans to use the old playground.

The need for such expansion serves to show how we have learnt from the mistakes made in the attempts to integrate in the southern states of America. Here, we don't use buses and the movement is the other way. The white professionals are Volvooed and Saabed into the inner-city, rather than coach-loads of blacks and Asians whizzed out to white suburbia. When the car park has been extended, the wall will remain.

I look through my referral book. As a social worker in a multi-disciplinary team covering the western half of a city with a population of 286,000 I discover that in the last 100 cases I have been

a self-confessed non-musician she worried about the Thursday afternoon music lesson on the "Hornet". Two years ago she bought a gramophone and the way to the big town and bought 26 kazoos with her own money.

Beside the gramophone in the corner of the infant classroom there is a pile of records representing the current repertoire of the Infant Kazoos. Can-can, Popcorn, The Ride of the Valkyries (Wagner), Hungarian Dance No. 6 (Liszt), etc.

Every Thursday afternoon a Fenland Fantasia now delights the ear and eye. The pleasure, concentration and musicality of the Infant Kazoos (with their conductor at the front) provides a golden moment of rare quality.

There certainly have been no kazoo in-service courses in the county, nor does the instrument feature in those

involved in there is only one Afro-Caribbean family and three Asian families.

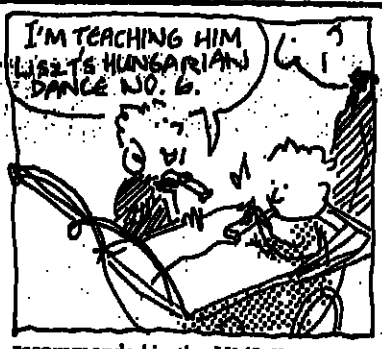
A recent survey found that 25 per cent of the city's population is non-white. There is a great deal of evidence to show how minority groups fail to make use of the services provided, but quite whether this explains my own case load figures or whether Child and Family Guidance simply fails to provide a suitable or adequate service to the different ethnic groups I do not know. I fear, however, that the latter explanation is nearer the truth.

In the staffroom, a sign on the fridge states that there is no longer any communal milk and the coffee club has been disbanded because people would not settle their debts in time. Milk and car parking are the real issues of concern in the organization.

A senior member of staff says that she has resolved the problem by drinking her coffee black. She waves her arm in an expansive gesture, nods knowingly and says that, but of course, one is not allowed to use such derogatory terms nowadays.

We are very much alive to racism in Child and Family Guidance. There is a compulsory three-day course for the social workers run with the help of the CRB. It is such a shame that most of us are so snowed under that we don't have time to go. It goes without saying that we frown on those groups - was it the home help? - who took legal advice to determine whether the local authority had the power to make such courses compulsory.

The Authority prides itself that it is an equal opportunities employer. No discrimination in Child and Family



recommended in the HMI Curriculum Matters 4 - Music from 5-6. However, this teacher does unwittingly fulfill all the seven aims of music education as identified in that document.

Somewhere in that infant classroom may be the new Benjamin Britten or

Guidance. It's just a fact of life, or something similar, that there are no black administrative staff, no black educational psychologists, no black peripatetic teachers, no black consultant psychiatrists, no black social workers and no black cleaners.

The pictures and images displayed in the waiting room and along the corridors are nearly all white - the exception is Mickey Mouse at the foot of the stairs.

One of the three senior registrars in Children's and Adolescent Psychiatry is Asian, and two well-qualified and experienced teachers of Asian origin work in the clinic. In some other authority they may well have been given the status and remuneration of their talents; but in this "multicultural" authority, they are called "multicultural advisers" or some such title and paid on Scale 2.

Unlike the rest of their colleagues, the teacher interpreters do not have a room they can call their own. With the exception of senior staff, it is the custom, born out of necessity for two professional workers to share a room. The teacher interpreters are based in what is euphemistically called "the library", a large room containing a few books and old journals which is often used for groups and meetings and as a store for the audio-visual equipment.

The lunchtime there is a meeting in the library. Mr Shah, who runs the Bilingual Teaching Centre, is talking to those interested about promoting the language work in primary schools. She is a softly spoken but determined. It is obvious that she has

Gwynne Jones is a social worker in the Midlands.

Fear of the unknown

Warnings about malevolent strangers can go too far.



Trevor Easton has been headmaster of 16 comprehensive schools in North West Cumbria since 1984.

because television films and newspapers showed young men how easy it is to treat young women in a degrading way. These rapes happened in my neighbourhood, in the road my 15-year-old daughter walks from school. Reported rape rose by 14 per cent per last year. Two of the boys were 'just' 14: they could as easily be Roald Dahl readers as watchers of video pornography and violence.

I also read on the same day about the "vicious callous bully who picked on children, animals and women; especially women. He beat both his wives, his three daughters, his step-daughter, even his own mother, his mother-in-law, and his best friend's wife."

"Monster who hated women" ran the headline about the man who couldn't understand why he should want to torture and kill his baby daughter, but not his baby son. Reading Roald Dahl we can see the reason is culturally-conditioned misogyny and not such a mystery after all.

On one level he would have told a truer tale had he written it in reverse: "Monsters dress in ordinary clothes and look very much like ordinary men. . . . always a man. . . . easily the most dangerous of all living creatures on earth. . . . doubly dangerous because he doesn't look dangerous. . . . your neighbour, your father, your brothers, your son. . . ." But this too is dangerous misinformation.

Monsters are made not born. Reading *The Witches* and entering the Puffin Club witch-hunting competition are part of that process. "Do you suspect someone you know of being a witch? Write a short story about your local witch and how you recognized her. Six prizes for the most amusing answer." It's no joke. This is how boys learn to become men who hate and harm women.

in the park - all people with whom it's pleasant to share a casual word and even get to know as a regular friendly face.

The huge irony is that "strangers" are hardly ever implicated in the statistics of child abuse, assault, or even murder. And how rare is it for a total stranger to lure a child away with sweets? Exceedingly rare, I'd say.

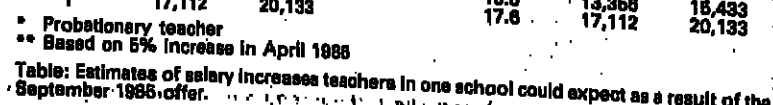
Children have most to fear from male members of their own family and particularly their own household. Beyond these, adult friends, again usually male, such as babysitters or a lover of their mother are next on the list. The abuse goes on behind closed doors, away from the eyes of "strangers" who might even step in to help a child they knew was being harmed. Yes, this is hard to explain to a youngster - hence the general finger-pointing at "strangers" and the singling out of a group who are least likely to harm our children.

I'm as terrified as the next parent at the idea of child physical and sexual abuse. But somehow, between the lot of us - teachers, parents, police and media - we've got the balance, and the content of the message wrong.

The time will come when I'll have to allow my children to go to shops, parks and on public transport alone. I don't want them to be too frightened to do it. And I am saddened that I have to cope with their present fears and confusions. Is it all, I wonder, justified?

Heather Welford

Pastoral care should be more than educational policework, says Stephen Waring.



Review

Charles Freeman

BOOKS

Castles in the air

Philip Venning on grand living

Private Palaces: Life in the Great London Houses. By Christopher Simon Sykes. Chatto & Windus £15.95. 0 7011 30016

Below Stairs In the Great Country Houses. By Adeline Hartcup. Sidgwick & Jackson £6.95. 0 283 99301 4

The English House. By James Chambers. Methuen £14.95. 0 423 00400 X

An Englishman's Home. By John Miller. Countrywise Books £11.95. 0 90392 46 9

The Inspiration of the Past. By John Cornforth. Viking £20.00. 0 670 80180 1

The National Trust Manual of House-keeping. By Hermione Sandwith and Sheila Stalton. Penguin £6.95. 0 14 007638 7

The Englishman's Garden. By Alvide Lee-Milne and Rosemary Verey. Penguin £7.95. 0 14 005993 8

Gardens of a Golden Afternoon. By Jane Brown. Penguin £8.95. 0 14 008021 X

Royal Palaces of France. By Ian Dunlop. Hamish Hamilton £18.00. 0 241 11450 0

At Northumberland House in the mid 18th century the household rules were strict. Every servant was to have two pounds of meat a day, as well as "a large pudding and a dish of vegetable" for dinner, with bread, cheese, milk and ale to make up breakfasts and supper. In summer they had to get up at 6.00am but in winter this was relaxed to 7.00am.

The household accounts confirm the huge quantities of food consumed. In a week in 1757, for example, over half a ton of meat was eaten, excluding poultry, game and fish, 2000 eggs, 130 loaves, and much more. As Christopher Simon Sykes points out, life in the great London town houses offered servants a far better standard of living than they could possibly have aspired to in the outside world.

Northumberland House, after which Northumberland Avenue is named, was certainly one of the grandest of the capital's aristocratic houses, and judging from the Canaletto on the book's cover, a sad loss to it. What is perhaps most remarkable is how many great houses still survive. Of 68 shown on a map at the beginning, 31 exist today, though largely unrecognised.

In spite of the book's title it is much more about the architectural development than the life of the London house. A rival book on the same theme is due out shortly and comparison will

be interesting. The big discovery of the 1970s was the unrecognised world of life below stairs, often more intriguing to a modern egalitarian age than the stultified goings on in the grand drawing rooms. Adeline Hartcup's book, with its detailed look at seven country houses now makes a most welcome return in paperback. What could be more English, for example, than her story of the Duke of Devonshire who refused to dismiss a disreputable servant until the servant had the nerve to take the Duke's dog into a brothel?

England has a wider variety of historic buildings than any other coun-

try, which perhaps explains why the supply of the books on the subject seems endless. It is hard to imagine that anything new could be said about the English House, but for the general reader James Chambers' well illustrated book is certainly an attractive introduction. It is particularly useful for stressing the influence of pattern books in spreading a universal style in Georgian times. Of course where this differed from today's awful DIY shop front doors and windows was in the detailing. The pattern books got their classical proportions correct.

John Miller's book accompanies a



'Cast Iron has had a bad press', Gavin Stamp observes in his introduction to John Gay's collection of photographs of balconies, gates, grilles and radiators. Cast Iron: Architecture and Ornament, Function and Fantasy (John Murray £8.95) offers an exhilarating corrective view.

Channel Four series to be broadcast in 1986, and looks at the history of the families of 10 country houses, ranging from the Romseys of Broadlands to the Pembroke of Wilton. We learn, for example, that the Iron Duke introduced an early form of central heating to Stratfield Saye, which, Queen Victoria complained, made the house uncomfortably hot. By contrast the important new book by John Cornforth is largely and justifiably devoted to the work of John Fowler. Few people walking round a great house open to the public realize to what extent the look of the interior, the colour schemes in particular, were influenced by the taste of this one man.

Where possible Fowler did research into previous paint colours, wallpapers, and so on, but his over-riding concern was producing a room that looked good. This however raises philosophical questions, which John Cornforth touches on but does not explore. In approaching an historic interior, should the decorator be aiming for good looks alone or for something that is academically "correct" (some "correct" Georgian colours are unappealing today)? How much should the decorator be aiming to conserve historic surfaces that are both genuine and have the patina of age? Should all great houses be pointed up in a way they rarely if ever were in their heyday? Apart from a tiresome catalogue of aristocratic names, this is a most significant and worthy addition to the history of 20th century taste.

Once a great man like John Fowler has left his mark on a mansion it is up to more humble mortals to maintain the treasures within. While few people will ever need to know how to care for some of the more precious items mentioned, many will find some useful tips in the new paperback edition of the National Trust Manual of House-keeping, such as the right way to take an old book off a shelf without damaging the spine.

Obviously with the Christmas market in mind are two more books that well deserve to be in paperback - The Englishman's Garden (a companion to the successful Englishwoman's Garden), and Jane Brown's book on the partnership of Gertrude Jekyll and Edwin Lutyens. With historic gardens the great conservation issue of the 1980s, both should do well.

Finally, Ian Dunlop's history of the French Royal Palaces from Versailles to Marly, which is aimed at the more serious minded reader. Oddly, its weakness is its illustrations. There are plenty of them but few convey the breathtaking magnificence of the buildings being considered.

Tom Deveson

1.44p apiece

The Oxford Book of Short Poems. Edited by P J Kavanagh and James Michie. Oxford University Press £9.50. 0 19 214135 X

This anthology offers 658 poems at 1.44p each, with an introduction thrown in free, which sounds like a good bargain. The book comes in the Economy Size of 2-13 lines and so excludes those products of the sonnet mountain which spill over the counters of rival outlets. It ranges from anonymous medieval songs to contemporary Irish verse. The new firm of Kavanagh and Michie say they have also abandoned other popular lines like light verse and epigrams, though 37 of their wares are also on offer as epigrams in Geoffrey Grigson's older Faber establishment. (They follow him, too, in inexplicably truncating Marianne Moore's sinuous 38-line meditation *Poetry* to a 3-line aphorism.)

Two especially striking styles are available, that would not have such an impact in conventional collections. One is the brief impassioned outcry like *Western Wind* or songs by Campion and Blake. The other is the polished but eloquent lyric, drawing from the Greek Anthology and Catullus. There is a succession of master designers here, from Ben Jonson, through Lancelotti, to Yeats, Frost, Graves and the still neglected Norman Cameron. The editors' self-denying ordinance also allows minor works room to breathe. Some gems by Herbert, less familiar fragments of Hopkins, evocative sketches by Whitman all take on new life away from the usual anthology favourites.

The 18th century department is rather restricted, by editorial decision, and the collection is perhaps stronger nearer the end. Poe, the forgotten ancestor of modern poetry, preaches, that verse would have to abandon the nineteenth century tendency to philosophical diffuseness and become sparse and quintessentially short. *He was only half right for this is also an age of long poems like the *Canis and Pater*. But modern poets, especially perhaps the Americans, have also been content to write "snapshot" poems, concentrated morsels of experience set down unadorned. They're not the only kind of poem, but lots of them are good and many are here.*

Tom Deveson

Moral minority

New Humanist, Centenary Issue, Autumn 1985. Rationalist Press Association, 88 Islington High Street, London N1 8EL. £1.00.

In a field two miles from where I write there's a sixteenth century monument to Dr Rowland Taylor, rector of the parish, who was burnt at the stake on that spot. Unless I mention the precise date you won't know which side he was on. Does it affect your attitude to this particular barbarity?

For an uncomfortably long period of this country's history people were burnt, hanged, drawn and quartered, tortured or deprived of their liberty or possessions for failing to adhere to whichever version of the Christian religion was "by law established" at the time. We owe our modern liberation from this grotesque tyranny firstly to generations of dissenters in their long struggle for "civil and religious liberty"

(the words are always coupled in the epitaphs of the champions of nonconformity) and secondly to those earnest doubters of the 19th century who declared themselves to be atheists, agnostics, rationalists or humanists. The world is full of otherwise civilised people who will cheerfully slaughter each other with a sense of moral rectitude only made possible by the knowledge that God is on their side: Protestants V Catholics, Moslems V Jews, Sikhs V Hindus. It is also full of bizarre cults and fundamentalist sects. In such a climate, as Lord Willis puts it in this centenary celebration, "there never was a greater need for the rationalist, humanist, secular movement." He is one of a dozen distinguished figures from the arts and sciences who reaffirm their belief in the necessity for a journal and a movement challenging bigotry and proclaiming tolerance.

Colin Ward

The meaning of 'humanist'

The Humanist Tradition in the West. By Alan Bullock. Thames & Hudson £14. 0 500 01371 3

Against the Faith. By Jim Herrick. Glover & Blair £12.50. 0 0906681 08 1. £5.95. 0 0906681 09 x

Alan Bullock is a leading member of the cultural establishment - an indefatigable academic, scholar, teacher, editor, writer, broadcaster, chairman of knight and peer. *The Humanist Tradition in the West* could well have been based on a series of television programmes like the recent ones by James Burke or J M Roberts; in fact it is based on a series of lectures given in New York in 1984 for the Aspen Institute of Humanistic Studies, and it is well worth reading, like the books of those series.

The immediate problem is the meaning of "humanist". The term has many meanings, contradictory as well as complementary, and its value depends on whether its use adds to the understanding of what it is used for. Bullock favours a traditional interpretation derived from his early education and his recent studies: "I have taken humanism to be, not a school of thought and belief, a continuing debate within which at any one time there are opposed - views, held together not by a unified structure but by certain shared assumptions and preoccupations with certain characteristic problems and topics, which change from one period to the next."

In general the humanist approach is distinguished from the exclusive religious approach on one side and from the exclusive scientific approach on the other. In particular the book describes the tradition linking the Renaissance

and the Enlightenment, and the humanistic elements linking liberalism and socialism, the industrial and scientific revolutions, the romantic and secularist movements, and the resistance to the anti-humanistic tendencies of the twentieth century. The result is a rather old-fashioned account, chronologically arranged and conventionally illustrated, of a much-neglected phenomenon.

Bullock rather dislikes the anti-religious aspects of the humanist tradition, ending with such ambiguous figures as Whitehead and Koestler, Mann and Niebuhr, Schweitzer and Buber, rather than with Bertrand Russell, whom he rejects, or the people generally recognized as humanists today, whom he omits. Jim Herrick, who has worked for several organizations and edited several periodicals in the formal humanist movement, prefers a more rigorous interpretation.

Against the Faith is a series of essays, on "some debts, keepers and atheists", their opposition to religion being linked with their affirmation of humanity. After an introduction summarizing the unbelief of Antiquity and the Renaissance, the book discusses a score of individuals ranging from Bayle and Mestier through the eighteenth and nineteenth centuries to Bertrand Russell, ending with an epilogue on the present situation when about one-quarter of the population has adopted some kind of humanism.

Neither of these two books cuts very deep, both of them range widely, are easy to read and full of interesting facts and ideas, and together they provide a valuable introduction of the non-religious or non-dogmatic tradition in the modern West.

Nicolas Walter



Maharishi, bed-ins and all

David Lister takes a fresh look at the Lennon phenomenon

Come Together! John Lennon in His Time. By Jon Wiener. Faber £7.95. 0 571 13576 5

The Beatles. By Hunter Davies, updated and with additional illustrations. Jonathan Cape £12.95 hardback, £7.95 paperback.

The man taking notes at a rare John Lennon concert in the early Seventies was ostensibly there to write a review - a review destined for just one reader, J Edgar Hoover, director of the FBI.

Hoover had detailed an agent to monitor Lennon's every activity, and the subsequent report makes fascinating reading. While Hoover apparently needed to be told that "Lennon was formerly with a group known as the Beatles", he was also informed by the agent of something that more synoptic critics around the world have often neglected to tell the rest of us, namely that "his wife, Yoko Ono, can't even remain on key."

Fourteen years after that concert and five years after John's death much of the FBI file on Lennon is still classified as confidential, including a complete set of lyrics to a song printed in full on the back of an LP sleeve. But despite the absurd mixture of paranoia and incompetence which permeated the Nixon regime and its intelligence services, particularly in its desire to deport Lennon, the FBI did know something that the rest of Lennon's audience did not. That particular concert was a trial run for a national anti-Nixon tour which never happened but was intended to bring rock and roll and radical politics together.

Was John Lennon ever a significant

political force? The British tend to think not, the general perception being that he merely swapped his role as the "cheeky, witty one" for that of the lovable eccentric. And that is not necessarily the least flattering view. Seen from the mid Eighties where political struggle ranges from frenetic grass roots activity to fund raising to help the hungry, the plush protest of the affluent Sixties - staying in bed for a week in a Hilton Hotel to call for world peace - seems decadent or worse.

Much that emerged from the Lennon line and the Lennon pen along his voyage of self discovery was platitudinous. As Bernard Hill's performance in the recent BBC's imaginative Everyman programme showed, some of the sayings of Lennon were, all too often like conversations among pot smokers - great truths rendered with considerable self-admiration which appear banal the next morning.

But, of course, we lost John at the end of the Sixties to America where a few years before he had become the only rock star to provoke a Ku Klux Klan picket line at a concert (for his remark that the Beatles were more popular than Jesus), and where his political activity reached its apogee in the 'Seventies. John Wiener in his meticulous charting of Lennon's philosophy and activity makes a well argued case for presenting him as a political figure and convinces that there is some sort of consistent strand of development in the several stages of Lennon: seeking liberation through psychedelic drugs, meditation and the Maharishi to avant garde peacenik, bed-ins and all; to political songwriter with a noticeable shift to the left in his

recorded work; to defeated radical losing his artistic vision and energy in the three year battle with the Nixon administration to stay in the USA; culminating with the period of Lennon as feminist father.

Ironically, it could be argued that it is in this last period, almost wholly unreported and largely unremarked, that John may have made his most important political gesture. His perception that the establishment-challenging youth cult of the Sixties led by the Beatles merely succeeded in making another middle class establishment with longer hair and trendier clothes was probably accurate. The Beatles and Lennon changed very little in the way of global politics. It was in giving up stardom to devote himself to bringing up his small child - in stark contrast to his first marriage - that Lennon showed himself to be in tune with, and even ahead of, the radical political cry of the Eighties - the personal is the political.

After all of which it is refreshing to embark once again on Hunter Davies's 1968 biography of the Beatles, now reissued with a fascinating new information about the actual writing of the book. Unlike most of the Beatle biographers Davies actually met his subjects; and the book, though slightly sugary, remains enjoyable for the flavour of the Sixties that it evokes. It concentrates on aspects other Beatles writers curiously tend almost to ignore: the music and songwriting, as opposed to the politics and sociology, and the period 1963-1967. Beatlesmania and all, without which Lennon and Ono would have been just two more guests at the Amsterdam Hilton.

stark, compelling verse. Variant readings are given for many of the poems, and each one is elucidated by a patient analysis, which brings new meaning to familiar lines.

Robert Burns. Selected and edited by William Beatle and Henry W Melkie. Penguin £2.50. 0 14 058535 4.

This selection of Burns' verse (which includes the familiar songs) was first published in 1945. Apart from a well-edited and annotated by her husband, the editors have kept modestly in the background. Even the chronological life of the poet is compiled out of extracts from his letters.

Blake's Poems and Letters. Edited by J Brownlow. Penguin £2.50. 0 14 058536 2.

Henry Howard, Earl of Surrey. Selected Poems. Edited by Dennis Keene. Carcanet £3.95. 0 85635 552 6.

The last complete edition of Surrey's work came out in 1920, so this carefully annotated selection is particularly welcome. As well as the expected Petrarchian sonnets and the lyrics, it includes passages from his version of the *Aeneid* (the earliest example of blank verse in English) and the biblical paraphrases written during the poet's final imprisonment.

lingo

Edimafying

Lingo readers who are fairly early birds, and are able to cope with an aubade from UB40, may have become aware of a BBC Radio One feature called *Word of the Day*. It can be heard at approximately 6.40 am, Monday to Friday, after the two discs which immediately follow the 6.30 am news.

Each day, the format is the same: a word considered to be interesting or unusual is announced and spelled out, and then four meanings are offered, in multiple-choice fashion. After a further musical interlude, the answer is given.

"Simple semantics!" some may sneer. Well, yes, it's pop philology, entertaining as well as potentially educational (or, in *Word of the Day*'s own self-mocking expression, "edimafying"). But why not? Certainly for foreign (and other) listeners hooked on words, this feature can be ridiculously compulsive.

Some of the words, such as *gunk*, challenge etymology. But the meanings of quite a few other words presented could be worked out by a pro-Q-level teenager with some knowledge of Latin: recent examples have included *ramify*, *obdurate* and *argue*. And listeners with "less O-level" will have found old terms in *heifer* - or even in *unintelligible*.

Bridget Loney

Forever fiction

"Autobiography is always fiction," Christopher Isherwood has said. He recounts his life in three books now reprinted in a handsome new standard edition from Methuen: *Lions and Shadows* (originally publ. 1938 £8.95 0 413 59050 X) offers itself as an exemplary fictionalized account of a middle-class education in the twenties, but is most fascinatingly readable today for its spiced caricatures of his friends, his comic presentation of his own guilt and fear, and above all as an indispensable guidebook to the sinister-fantastic landscapes of early Auden. Christopher and his kind (originally publ. 1976 £9.50, 0 413 371 301), written as a third-person memoir of the Thirties, claims to tell the truths *Lions and Shadows* omitted. Isherwood brings to the fore the importance of his mother and what he calls his "queerness". But the truth he tells remains subjective, a truth to a personal myth, so that even

the sexual outspokenness can seem curiously disingenuous. The book remains a lively biography of a lost self, wandering a disintegrating Europe, poised to discover love in America. Down there on a visit (originally publ. 1962 £9.50 0 413 59840 3), a loose episodic set of four first-person stories, covers the years 1928-53. It exemplifies Isherwood's concern with fiction that interprets actual experience rather than invents it. The camera eye of the Berlin stories is here an ironic observer, detached from both the writer and the protagonist who share his name. By the end of the book, he is explicitly engaged with the religious attitudes to which Isherwood's whole work can be seen to lead. He has continued, in Auden's perceptive phrase of 1931, to "tell the English Man is a spirit."

TD

Propagation

House Plants Through the Year. By Cynthia Wickham. Collins £10.95. 0 00 410481 1

Many flat dwellers have no garden or patio. *House Plants Through the Year* brings the garden into the house, the allowable extended area being window boxes. There is a delightful sense of enjoyment in the month by month instructions, even January is viewed sympathetically, as a time of winter rest. Different areas of care are dealt with as they occur sequentially throughout the year, planting times

are listed, advance ordering of seeds, division of plants and the taking of cuttings provide useful propagation tips. The manual is plentifully illustrated and contains a section on enclosed gardeners where glass containers create a self-supporting microclimate. Condensation is formed by the plant so these enchanting miniature gardens need the minimum of attention.

The cycle of seasons is explored with authority, such plants being positively viewed as development checked in unidirectional values.

Betty Tadmor

Mystery and mastery

The Master of Go. By Yasunari Kawabata, translated by Edward Seidensticker. Penguin £2.95. 0 14 008200 X

In the Year of Mishima, spare a moment or two for a quieter genius. Yasunari Kawabata was the younger writer's friend and first patron; when in 1968 the Swedish committee passed over the better-known Mishima in favour of the older man (thus making Kawabata the first Japanese Nobel literature laureate) it was felt that due priority and decorum had been observed. The Mishima was only 43; his time would come. Kawabata was nearly 70, and frail.

Mishima's bloody and perplexing death stirred private grief and public cliché. "What a waste" - from his friend. Though Kawabata never fully shared the commitment to Samurai values and to Nippon, Mishima's death stayed in his mind, converted from political gesture into a private despair.

In April 1972, Kawabata turned on the gas taps and took his own life, out of sight of the cameras. In the present context, it is intriguing to return to *The Master of Go*, which concerns the final encounter of an old champion gamester and the younger heir presumptive. Despite the gap in age and physical differences that in retrospect seem especially significant (the Master/Kawabata's frailness, Otake's/Mishima's vigour) both men are touched by mortality. Otake's health is undermined by the pressures of the game; just over a year after the end and loss of his retirement match, the Master dies.

Brian Morton

Like Oriental chess, Go is a game of outward simplicity, played with black and white counters on a board eight squares by sixteen. Like Othello, its much-simplified and patented Western descendant, the aim is territorial: the enslave and capture of the opponent's pieces. In principle straightforward, in practice Go calls for the same tactical cunning and philosophical reserve demanded by chess. In modern times, Go has attracted money and media allies. We're familiar with the incongruity of a totally cerebral game billed and played as if it were a prestigious Kasparov-Karpov and the notorious Fischer-Spassky confrontation were conducted on the lines of Ali-Foreman.

Kawabata's book is not quite a novel but a fictionalised chronicle of a real Go match which took place between the Master and Kitan Minoru Otake's real-life name - in 1938 and which Kawabata covered for the sporting newspaper.

It's a sad and elegiac book, more concerned with the Master's decline and death than with the progress of the game. Even so, it more routinely explains Go's rules and procedures, which would have been of help to non-players. However, even for those completely unversed, Kawabata's little book is a masterpiece, worthwhile reading even if only as another angle on the mystery of a Japan caught between traditionalism and modernity.

Friends and fellow poets

Shirley Toulson on verse in paperback

Subsequent to Summer. By Roy Fuller. The Salamander Press £5.95. 0 907540 72 4

Fifty sonnets in unrhymed couplets together with a summarizing coda make up this stoic collection, in which Roy Fuller gathers together the familiar themes of his verse. The music he enjoys, the books he reads, friends and fellow poets are all here as well as the flora in his garden and the fauna that invades his house.

Standing Female Nude. By Carol Ann Duffy. Penguin £3.95. 0 85646 150

The title poem, spoken by an artist's model, is one of many dramatic monologues included in this passionate and perceptive collection by a poet of the inner cities. Born in Glasgow in 1955, Carol Ann Duffy takes her themes from the raw material of urban life giving a voice to the unregarded: grandmothers, multi-racial school pupils and junkies.

Collected Poems. By Frances Horowitz. Bloodaxe Books £12.95 cloth 0 906427 86X. £4.95 paper 0 906427 87.8.

Frances Horowitz, who died in 1983, is chiefly remembered for the clarity and sympathy with which she read other

poet's work on stage and radio. Her own poems, which she spun out of the places and circumstances of her short life, have a spare, taut, rhythmic excellence. The unfinished fragments included in this collection have been edited and annotated by her husband, Roger Garfit.

Wilfred Owen: The Poems. Edited by Jon Silkin. Penguin £1.95. 0 14 058513 3.

Jon Silkin's biographical and critical introduction to the war poems of Wilfred Owen, defines the literary and philosophical influences that shaped the

SCIENCE BOOKS

Aspects of chemistry

Physical Chemistry. Principles and Applications in Biological Sciences (Second Edition). By T. Tinoco, K. Sauer and J. Wang. Prentice Hall £37.40 13 666 280 3. Physical Chemistry for Higher Education. By J. Brockington, P. J. Stanger and D. R. Browning. Longman £8.50 0 582 412315.

Physical Chemistry by Tinoco is based on a lecture course in physical chemistry for biological science students at the University of California, Berkeley. The authors aim to give a fundamental and comprehensive survey of this branch of chemistry which is relevant to life science at graduate level. This new edition is the result of extensive revision in the light of comments by students and tutors, and shows an awareness of important modern trends. Particularly useful is the brief but important addition of Donnan equilibrium; the expansion of the chapter on spectroscopy; and the emphasis on chemical and electrochemical potentials in the four thermodynamics chapters. In the latter case, though, there is no mention of the concept of water potential which is important in plant physiology.

Although the first eight chapters are stated to require only a minimum of mathematical knowledge, a background in mathematics is required throughout and the approach in much of the book is uncompromisingly mathematical. This undoubtedly ensures a rigorous treatment of the topics, but it means that only the mathematically confident (and competent) student will benefit.

Biological detail is limited to the point of being superficial in many areas. For example, although the section on electron microscopy has been expanded, discussion of transmission electron microscopy is virtually confined to macromolecules and details of preparation and staining of materials are sparse. The authors appear to expect this to be covered elsewhere. Modern high voltage electron microscopy is omitted altogether. The section on membranes includes neither diagram nor reference to the fluid mosaic model of membrane structure. Some other important topics such as buffer role in biological systems, including the role of proteins such as haemoglobin and other blood proteins and some separation techniques such as chromatography receive scant or no attention.

There is a stark difference between the glossy, very attractive presentation of the (expensive) American text, and the rather stark and austere presentation of Longman's book. One appreciation of the motive is to reduce the cost, but it appears rather staid and uninviting in spite of the quality and quantity of its contents.

It is part of the Longman Technician series in Science and Mathematics, being designed to meet the needs of BTEC Higher level students, although the authors hope that it will prove suitable for first year students on degree courses. This may well be so, it certainly begins where A level texts stop, and does not seek to be as comprehensive as the full blown university physical texts - Atkins for example. Even so, many university students would prefer to invest in one

comprehensive text for their course, rather than buying one specially designed for the first year, and then a more advanced text for the remainder of the course. Perhaps the market is for those taking just the first year physical chemistry module of a science degree course.

The authors have tried to satisfy the requirements of various BTEC courses, in particular the standard units in physical chemistry and physicochemistry principles at level 4. Even so they have extended their treatment in some areas to level 5 to meet the needs of college devised programmes, following the pattern they have established in the companion volumes on organic and inorganic chemistry.

The initial impression is of a rather mathematical treatment and a certain dryness of approach. However, careful reading reveals a clear lucid style, and logical organization. The opening chapters deal with the states of matter and laws of thermodynamics, with later chapters covering the less mathematical areas: spectroscopy, colloids and nuclear chemistry. Examples of calculations are given, but there are no questions at the end of each chapter, nor, indeed, at the end of the book. The rigorous treatment of much of the material, and the emphasis on theory and mathematical models (necessary, no doubt, for the relevant target group) has led to a reduction both in the relevance and in more practical aspects. Even so it is a most reliable textbook.

Chris Mason
and Dennis Taylor



Survival in the Animal World by Franz Gellner and Hans Dossbach, translated from the German by Dr Gwynne Vevors (Orbis £12.95) is a fascinating, lavishly illustrated testimony to the versatility of various animal species in combating adverse conditions. The female kangaroo, for instance, produces another baby as soon as a young one leaves the pouch, but both continue to suckle, from different nipples which produce different kinds of milk.

Mass to moles

Chemistry in Practice. By A. M. Hughes and A. R. Hughes. University Tutorial Press £2.85. 0 7231 0878 1.

Chemistry Calculations. By J. A. Hunt and A. Sykes. Longman £3.50. 0 582 33181 1. Worked Examples for 16+ Chemistry. By J. G. Stark. John Murray £2.60. 0 7195 4196 4.

The mere mention of practical exercises in chemistry reminds me forcibly of that long succession of Tuesday afternoons doing A level, where we performed an endless series of titrations and analysed qualitative analysis, to little apparent purpose. Fortunately, *Chemistry in Practice*, although a book of practical exercises, is far removed from such recollections. It is for 16-plus courses, not A level, and covers a wide range of practical work. It is not just a recipe book, as students are occasionally encouraged to participate in experimental design. Much is prescriptive though, and there are few attempts to relate the chemistry to the outside world, but this simply reflects the status quo.

There are 16 chapters each containing, on average, six practical exercises; the text is suited to the average O level student. Experiments start with a full list of materials required, making the book easy for technicians and teachers to use, in spite of the rather cramped layout. The pupils' instructions are short, clearly written and, where feasible, require pupils to draw on their

previous experience; not everything is spelled out. Following each experiment are questions which check the pupils' understanding of the procedure and help them to interpret their results.

Some experiments are familiar; others less so, but the authors' experience shows throughout in minor modifications to procedures, ironing out those annoying wrinkles which often mar practicals. Safety receives attention, but teachers must still exercise discretion. Designed to accompany the text book *Chemistry in Balance*, the book can be used in conjunction with any similar course. As a resource book for teachers it is excellent.

Hunt and Sykes have also produced a companion to their main text, *Chemistry with Chemistry Calculations*; again it would supplement most 16-plus chemistry courses. This book too contains more than one might expect. There are calculations, lots of them, grouped into 8 chapters which all feature the ubiquitous Mole in their headings - even reaction rates become Mole per second.

Each chapter contains a concise explanation of the theory, interspersed with worked examples and questions for students to attempt. The examples are clearly set out with every step of working shown, the emphasis being on understanding. Nevertheless, there is a fall-back in the systematic approach to problems - sets of rules are given for tackling them, and all those helpful formulae, abhorred by some, for converting mass to moles etc. Chapters

end with structured questions from examination boards, and there is a set of 30 multiple choice questions at the end of the book. Answers to all numerical questions are given. This is excellent back-up or revision material in an area which many pupils find difficult.

Worked Examples for 16+ Chemistry is, in one sense, a misleading title; about half the examples are based on the Scottish Higher Grade syllabus, and some of this material is covered only at A level in England. However, the remainder of the title is very accurate. Apart from three pages of data, the book contains nothing but worked examples - no introductory text, accounts of theory, molar formulae or practice questions for students. Understanding is gleaned by careful study of the examples and the reader is expected to be mathematically competent.

There are over 100 worked examples, in 10 chapters; reaction rates and equilibria are absent and the chapter on gas volumes contains mole/volume conversions but no calculations based on the gas laws. The examples are clearly laid out and arranged in the chapters in order of difficulty; the sequences are logical and well structured. The book has a slightly old-fashioned look, and it is perhaps not for the 16-plus student of average ability, but the mature or academic student may prefer this more formal approach.

Lynne Marjoram

Nuffield revisited

Revised Nuffield Advanced Biology. Practical Guide 1: Gas exchange and transport in plants and animals. Edited by Tim Turvey. Author Barbara Geatrell. £2.95. 0 582 35427 7. **Practical Guide 2:** Chemical reactions in cells. Edited by Colin Wood-Robinson. Author Rod Mulvey. £2.95. 0 582 35428 5. General editor Grace Monger. Longman

The first two practical guides of the revised Nuffield A Level biology series are a considerable improvement on their predecessors. The two, small 60-page books cover virtually the same material as the original *Maintenance of the Organism* laboratory guide. The changes in content reflect changing syllabuses and a better understanding of what most teachers can and should attempt. For example, dissection of the dogfish gill system, and investigations requiring open radioactive sources or pHed frogs are now either excluded or treated as second-hand data exercises. There are some new investigations: one is on manipulating the heart rate of *Daphnia*, another is a simple but effective study of a metabolic pathway in yeast, and a third studies carbon fixation in CAM plants.

The guides are now more user-friendly. There are summaries of all the investigations at the beginning of each chapter which help the student gain an overview of the topic. The layout is clear and easy to follow. Discursive text has largely been chop-

ped and so the practical instructions are easy to find and follow. The reading up of the text seems lowered and it is much less pompous than in the original. The questions after the investigations have been improved in some cases, notably with the Hill reaction, where students are forced to consider many aspects of the work. In this way their understanding is built up steadily. Unfortunately in some cases many simple but important questions have not been asked about other investigations and this may hamper the weaker student who needs more help before tackling higher-order questions. Despite having different authors and editors the two books are consistent in terms of style.

It might have been helpful to the student to have included a list of apparatus requirements at the start of each investigation. Similarly the lists of requirements for the technicians are in the teacher's guide (a separate volume) and are rather hard to find and in a very small typeface. It is interesting to note that in the practical guides the symbol for biological standard deviation does not appear in the list of symbols even though one book includes blood sampling.

The size of the books is pleasing and the paper and cover are of good quality. The cover photos are a little disappointing. Given the price, surely full colour could have been used? At £2.95 each they seem expensive, particularly as these are only two small parts of a large package.

Anne Cullen

Fission and fusion

Finding out... About nuclear energy. CRAC Hobson 75p 0 86021 792 2 65p each on 10 cassettes

This 10-page booklet deals with the ways in which energy for peaceful purposes can be obtained from radioactive sources by both fission and fusion. Simplified designs for the principal types of reactor are illustrated and described. The book does not shy away from questions about safety of

nuclear energy, the difficulties of waste disposal, health risks and other controversial issues. If anything the text implies that nuclear protestors hold a distorted view.

The level of the text, without assistance from a teacher to explain, would be suitable for 17 upwards, though pupils right from their first year of school science should find many items fascinating and thought provoking. The mixture of coloured diagrams, photographs, questions and text is

likely to appeal to younger pupils and as a resource book for class use it should find a ready market.

Conspicuous by its absence is any mention of the cost per kWh of electricity generated by present and future designs of power station.

For older pupils the style may jar a little and some of the other resource booklets, many available free of charge, may be preferred.

Michael Joyce

Chemical terms

References for Chemistry Teachers. By E. W. Jenkins. Centre for Studies in Science and Mathematics Education, University of Leeds. Leeds LS2 9JT. £1.30.

Research students (teachers with a shelf full of journals which they never have time to read properly, and anyone else concerned with chemistry teaching) will have reason to be grateful to Mr Jenkins. He has undertaken the enormous task of providing an index to

the relevant articles from three journals: *The School Science Review*, *Education in Chemistry*, and *The Journal of Chemical Education*, for the years ending June 1983. The relevant articles are grouped into 41 sections, under half being on curriculum and under half being on pedagogical and methodological aspects - language, apparatus and so on. All this in one generously spaced booklet of 110 pages.

SCIENCE BOOKS

The sky at night

Dennis Ashton on astronomy

The Night Sky. Times Books £1.60. 0 7230 0271 1. 1986 Yearbook of Astronomy. Edited by Patrick Moore. Sidgwick and Jackson £6.50. 0 283 99264 6.

How to Make the Most of Your Telescope. By Patrick Moore. Longman £6.95. 0 582 23535 9. **The Sky at Night.** By Patrick Moore. Patrick Stephens £6.99. 0 85059 753 6. **The Planets.** By Heather Couper with Nigel Henbest. Pan £6.95. 0 330 29082 7. **The Universe.** By Heather Couper and David Peabody. Century £11.95. 0 7126 0774 9. **Invitation to Astronomy.** By Simon and Jacqueline Milton. Basil Blackwell £14.50 hardback. £4.95 paperback. 0 631 14699 7.

These are exciting times for anyone interested in astronomy. Space probes continue to visit our planetary neighbours, the space telescope promises to take us deeper into the universe than ever before and back on Earth we have our once in a lifetime view of Halley's Comet.

Increased public awareness of the oldest science has stimulated a crop of new books to satisfy both observer and armchair astronomer.

Skywatchers will find annual editions of two guides to the coming year. *The Night Sky* is a 32-page booklet which limits itself to monthly star charts and brief planetary notes. The beginner should be aware of the scale of the charts: a couple of centimetres on paper translates into a large distance in the sky. Once this difficulty is overcome this simple little guide is very useful in planning observations. Without detracting from the clarity of the booklet, would it be possible for

future editions to carry short notes on the nebulae and clusters marked on the maps, together with events such as meteor showers?

The 1986 *Yearbook of Astronomy* is a more substantial volume, and correspondingly more expensive. The star maps show separate views of northern and southern horizons, which I find an easier format to use. The monthly notes concentrate on planetary appearances, but contain other topics of interest as well. Separate lists of events such as meteor showers complete the preview of the year. For the stargazer with binoculars or telescope there are listings of double and variable stars, nebulae and clusters, which present a challenge to extend the range of observation. Another useful service is provided in the list of all local astronomical societies in the country.

Notable astronomers - both amateur and professional - contribute to the article section. The essays are wide-ranging, high quality and entertaining. I recommend the yearbook to all aspiring amateur observers.

Patrick Moore's *How to Make the Most of Your Telescope* is aimed at the young owner of a small telescope. Five observing programmes take the user through a progression of experiences from the Sun, Moon and planets to the stars. The most famous amateur astronomer outlines the potential and limitations of small telescopes, and gives sound advice on their maintenance. The star programme offers a very useful in planning observations. Without detracting from the clarity of the booklet, would it be possible for

married by two incorrect photograph captions.

Writing in the exuberant style of his television presentation, Patrick Moore gives excellent guidance to the young observer, who finds himself alone with a telescope and a clear sky. If you know of any youngster with a new telescope, try to ensure that this book is in the Christmas stocking.

For many people Patrick Moore's television programmes are their first involvement with astronomy; the success of *The Sky at Night* can be measured by the fact that it is the world's longest running TV series. The latest book covers 50 topics discussed in the monthly programme since 1980. Each article combines the authority of the guest researcher with the communicative skills of Patrick Moore himself. The result is a collection of astronomical "short stories" which give a vivid impression of the scope and pace of modern research. Underlying this there is a strong sense of the personal involvement of professional astronomers in their work and the delightful realization that this is a pure science accessible to amateurs.

Another television spin-off is *The Planets* based on the current Channel 4 series presented by the author, Heather Couper. Miss Couper skillfully unveils each planet in turn through a chronological account of discoveries: mythological and cultural dimensions are introduced along with the scientific. Much of the information comes from the recent space probes. Photographs from the encounters are stunning in their clarity and alien character.

The textual layout and style are appealing, too. Reading gives the effect of a series of images, each taking us a step further in the discovery process.

Heather Couper too emphasizes the human dimension. We share the astronomers' triumphs, disappointments, mistakes and inspired speculation. But the real heroes and heroines are the planets themselves: this splendid book shows that we do not have to travel beyond our own cosmic backyard to see the bizarre and the beautiful, the serene and the violent.

Dramatic imagery of a different kind is central to Heather Couper's other venture, in collaboration with David Peabody. *The Universe* is described as a "three dimensional study": it is a pop-up book. I usually find such books disappointing and overpriced, but this is an exception.

The six models are spectacularly intricate, illustrating the evolution of the universe from Big Bang through the formation of stars and galaxies to its ultimate end. Smaller reader operated segments enhance the models by giving a dynamic view of developments. The text, much of which is secreted in slide-out panels, is both up-to-date and stylish. Models have an inherent danger in that they may convey inaccurate concepts, but this book portrays cataclysmic events in a suitably dramatic way. It will be enjoyed by parents and children alike. By contrast, Simon and Jacqueline

Milton have deliberately chosen to present complex ideas without illustration of any kind. *Invitation to Astronomy* traces the development of astronomical thoughts through its exponential growth into modern understanding. The authors have found an effective way of pursuing this familiar theme in emphasizing the methods and technology of professional astronomers.

The combination of human mind and instrumentation culminates in the twentieth century triumphs of space travel, deciphering stellar evolution, and recognition of the structure of the universe. Through the recounting of these remarkable detective stories we also gain some insight into the working life of an astronomer and of the contributions made by amateurs. The cosy title belies the concentration and intelligence which is demanded from the reader. The book does reward effort with understanding and stimulates further investigation of the issues raised.

Compared with other large, lavishly illustrated books on the same shelf, the hardback version of this slim volume looks overpriced, but do not overlook the paperback edition.

Simon and Jacqueline Milton encapsulate the fascination of astronomy which, in different ways, permeates all of these books: "One of the greatest splendours of the natural world is a beautiful starry sky. The dark night is marvellous entertainment and you can enjoy it for almost no expense. Astronomy, born of wonder, is sustained by our wish to explore, our need to understand the world we live in, and our search for origins. This, the oldest of sciences, is extraordinarily vigorous. We are living in a golden age."

For observers, armchair astronomers and teachers the excitement will continue.

Thematic approach

Introduction to Inorganic Chemistry. By G. I. Brown. Longman Second edition. 0 583 35459 5. **Oxidation and Reduction in Inorganic and Analytical Chemistry.** By Alan Vincent. John Wiley £4.95. 0 47190680 8.

At first glance, Alan Vincent's book appears to be poor value for money, covering as it does only a limited part of the A level syllabus. It is, however, a programmed learning text; and from an economic point of view it would perhaps be better compared with a computer programme. Having tried the review copy with A level students, I can strongly recommend the purchase of some copies to encourage students, especially the weaker, to undertake independent learning and gain mastery over this, one of the most difficult areas of the A level syllabus.

The author is a well respected authority on educational techniques in chemistry. He has produced this volume as a self instructional backup for students embarking on degree courses as well as for those on A level. It presumes no pre-knowledge but leads up to material usually covered on degree courses. There are five programmes, the first two covering the basic principles of redox, oxidation number and balancing equations. These lead to a programme on analytical calculations, or to a series of two, the first being a thermodynamic programme (electrode potentials, Gibbs Free Energy), the second being on oxidation state diagrams.

Programmes are divided into 25 or

so "boxes". Each contains some information, leading to a question. The following box gives the answer to the question and necessary explanation, then develops the next teaching points, so that the reader is continually drawn onwards. At the start of each programme, the learning objectives are given; at the end a revision test with answers, to ensure that command of this area has been attained.

Students found the material very helpful, easy to follow, logical, and well planned. They had a tendency to race ahead, rushing material that they thought they knew well, but the introduction attempts to warn users against this approach - something the tutor needs to reinforce. The style was found to be clear and gentle, not as forced or hectoring as some of the American productions, and the presentation was good.

An invaluable little book, essential for any resources centre or school library. G. I. Brown's series of A level texts will be known to all chemistry teachers as thorough, dependable reference books. The inorganic volume was originally published in 1974, and has been reprinted several times. It has now been carefully revised, to give greater simplification of material, and to reflect the changes that have occurred in emphasis and in the examination syllabus. The author has tried to blend two mutually conflicting requirements: the reference book, which gives detailed factual information on a very wide range of substances, and the thematic book, which attempts to show the unification and patterns of

the subject. The balance has moved a little towards the thematic approach, especially in the early chapters, but its strength is undoubtedly the comprehensiveness and clarity of the factual information.

Many chapters remain virtually intact, but there has been an overhaul of several sections. Bonding has been simplified, ionic and covalent bonding has been split into two chapters, shapes of molecules being integrated within covalent bonding rather than standing as a separate entity. There is a very good new chapter on periodicity, and Groups IV, V and VI have been restructured. Many paragraphs have been revised to become clearer; some historical material has been omitted (a shame, it was part of the charm of the earlier edition), as have some of the more advanced topics (hydrolyzation in complex ions, for example).

The most obvious change is the improved presentation. The use of a larger type face and better headings resulting in a generally more appealing appearance. Questions at the end of each chapter have been considerably extended, with many "modern" questions included. I had not seen the book for some years, and was most pleasantly surprised by its quality. It is a most comprehensive reference book for the level. However, the style is a little bland and dry, rather too factual and clinical, so that it is difficult to read it for pleasure, and it fails to give the "feel" of chemistry as a practical subject. Even so, it is a sterling work, likely to hold its place in teachers' affections for many years.

Chris Mason

Moving forces

Physics for First Examinations. By Andrew Lambert. Blackie Pupil's Book £7.50 0 261 91672 1. **Teacher's Guide** 0 216 91737 9

This is an attractive book with the unusual distinction of having a great many coloured photographs to illustrate the text. Most of these have been specially taken by the author. The book is suitable for all examined physics courses at 16-plus though it might need to be supplemented with other texts for such topics as astronomy, centres of gravity and surface tension which are not covered at all. The author has always written *Physics in Action* which explains why this takes up where that book stops.

The sequence of topics, dealing extensively with energy, motion, forces, momentum and power in the early chapters is well thought out. Each chapter has worked examples to illustrate new concepts as they are introduced and a number of questions spaced through the text as well as a selection of questions at the end.

The relationship of physics, particularly schoolroom physics, to the everyday world is often subordinate in other textbooks; here it is ever-presented both in the examples and in the regular use of individual pupils' names and faces in the description of experiments. There is also a pleasing amount of historical reference to the early pioneers of physics to remind pupils of the involvement of individuals in scientific progress.

The author leaves adequate room for teachers to use the text as a starting point for discussion, for example by posing the question "why is it sensible

to draw a graph?" There is a good balance of boys and girls involved in the experiments which will help to counter the sex-stereotyping of physics as a boys' subject.

On subject treatment I particularly liked, amongst many examples, the excellent description of weightlessness, the total internal reflection demonstration and the sensible parallel drawn between a spark counter and a Geiger-Müller tube. Pupils often experience difficulty with the explanation of potential difference as a measure of the amount of energy each coulomb delivers. Mr Lambert's outline is the best attempt I have come across to cover this concept.

On page 200 a photograph from the CEGB of a steam turbine is labelled as a "generator". Other very minor complaints are that the diagram of the refrigerator does not include an expansion valve or capillary, and that the labelling of the number of light waves between slits and screen in a diffraction demonstration is misleading. The index is not over-endowed when topics such as conductors, density, emf, field, pascal, thermometer and X-rays are not included though all are mentioned in the text, some several times, with the notable exception of emf!

Some readers would have appreciated a short recommended reading list from the author who is obviously well versed in the background material available.

An excellent book for class use, written for pupils to enjoy physics.

Michael Joyce

Flora and fauna

The Garden as a Nature Reserve. By Joy Palmer. Dryad Press Considering Conservation Series £6.50.

This book simplifies and systematizes the garden nature reserve for teachers. Its 48 pages divide into a description of habitats and the animals and plants which live in them, with a few pages devoted to processes. It is competent if not especially inspiring in its approach. Given the subject, I think a little more could have been made about the now

proven importance of gardens as wildlife habitats - they are crucial, for example, to frogs, toads, and newts, owing to the destruction and pollution of their countryside homes.

There are one or two points at which I think simplification has been taken a step too far, suggesting without qualification that troughs or other similar containers should be sunk in overgrown corners to provide water-habitats, for instance, without warning that if such items have steep sides, they can be death traps for small animals, and if they lack a perching-rock, are no

good for birds either.

There has been a very great deal of material published on this subject recently, and this rather expensive little book will have to compete with the excellent and very practical and informative packs issued by Urban Wildlife Groups such as West Midlands and also with the superb wildlife gardening books such as that by Chris Baines, which offer well organized, more detailed information with full colour illustration for a couple of pounds extra outlay.

Francesca Greenoak

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RESOURCES

An evolutionary tale

Victoria Neumark visits the Commonwealth Institute's exhibition on 'The Human Story'



An australopithecine, of the same type as Lucy, the skeleton found in Ethiopia by American anthropologist Don Johanson

The Human Story
Commonwealth Institute, London W8
Until February 23 1986
Open Monday-Saturday 10.00am-5.30pm, Sunday 2.00-5.00pm
Admission £1, concessions 50p, school groups of more than 10, 10p each.
School visits must be booked through Education Centre on 01-603 4535.

The Flintstones, those goofy comic strip stars of the small screen, might almost fit into the slightly zany and optimistic view of human evolution embodied in *The Human Story*. The exhibition, closely derived from the work and ideas of Richard Leakey and due to travel to five European and five African cities over the next 18 months, is dedicated to showing the common heritage of humanity by emphasizing not only our shared genetic background but also how our survival has depended on co-operation and altruism.

This is fine and dandy, with corroborative evidence to be drawn from the bones of diseased-archaic *hominis sapiens* (from about 50,000 years ago), who must have been cared for by others, right up to Bruno Bettelheim's well-known observations on the qualities of solidarity and compassion which marked real "survivors" in concentration camps. But the most casual observation tells us that people are not so wonderful all of the time.

In order, it seems, to knock on the head the myth about cavemen forever knocking each other on the head, the organizers of the exhibition have glossed over the nasty side of the old Adam. But this is to cavil at what is an ambitious and informative addition to the educational exhibition scene. The timescale of prehistory is hard to grasp and the exhibition designers have come up with the idea of "time travellers", black tunnels heralded by inviting female voices, between each "module" of information. Though it is a little cramped, the device works well. You begin at the primordial cosmic soup, with blow-up photos of bacteria preserved in rocks and text on plastic panels raised over line drawings. A video programme shows the movements of continents, and a useful text explains radio-carbon dating. Fossil

formation is explained with diagrams. The second module shows apes, monkeys and human beings 35 million years ago and today, with chimpanzees supposedly the nearest on the evolutionary tree as explained by DNA hybridization. Maps illustrate distribution of fossil bones and show climatic links. Imaginative reconstructions of the appearance of Proconsul and his fellows clamber over the texts.

The third module shows the emergence of bipedalism. *Australopithecus* was the first ape, about four million years ago, to stand up. "Lucy", a nearly complete female skeleton of the "gracile" or delicate *Australopithecus* species, is lavishly displayed and the fruit-eating, pacific nature of these primates emphasized by a charming little diorama of an *Australopithecus* picking leaves. An amazing trail of "footprints" 3.75 million years old leads to her. Human life at this point is thought to have been concentrated in the African rift valley, with a dry savannah climate.

With the fourth module and the advent of tool use, geographical distribution mushrooms. *Homo habilis*, *homo erectus* and *archaic homo sapiens* are discovered. *Homo erectus* with his pregnant wife is processing fruit in a tropical setting; *archaic homo sapiens* in his Neanderthal or Flintstone incarnation is crouched in a cave with his wife sewing skins. These two dioramas are backed up by audio-visual programmes. You can also try tapping your own stone tool and stroke an impressive array of specialized stone implements from all over the world. Here the skulls on stands for visitors to fondle are getting massive, and Richard Leakey's newest find, the tall skeleton of a *homo erectus* boy confirms our feeling that life as we know it is trembling into existence, the ability to triumph over the environment is established.

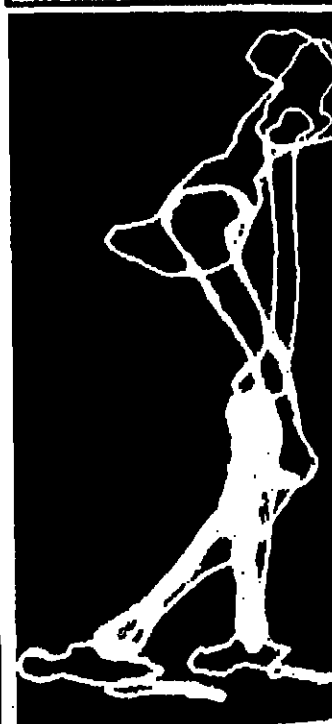
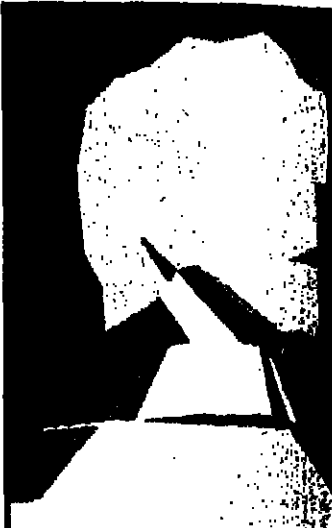
On to the fifth module and true *homo sapiens*. Cave paintings, hunting and gathering in ever greater complexity, domestication of beasts and agriculture, pottery, trades and the nation-state, are all charted on the walls, while a kaleidoscope of human faces is collaged opposite. The ability to live in large societies is hailed as the culmination of man's development. It is at this point that the optimism of

The Human Story starts to feel a little forced. And as we walk through the tunnel of television screens transmitting our current culture (Terry Wogan when I visited the show), one might be forgiven for thinking that module six on the present, contains more difficult problems for our terrific human ingenuity to solve than even the hostility of the Ice Age.

To be fair, these issues are suggested - Pollution, the Green Revolution, Nuclear Power, Overpopulation and so on - but at this point one could also scrawl "Torture, Child Abuse, Rape and Murder" over the walls. And when we come to the seventh module, which poses the question "Can our species manage the complex affairs of the planet?" it is no disrespect to say that the answers can only be judged, so that a giant screen projecting sci-fi visions of the future and three interactive video programs on society, food and natural resources are perhaps as good a response as any.

A programme of educational events is being run in conjunction with the exhibition. A teachers' pack is available for 95p. The author of the booklet, Eric Maddern, runs a theatre in education group which will be putting on "Gala's Song", an interactive drama about life among early hominids, throughout the exhibition. On February 17 and 18 conferences for teachers on teaching prehistory at primary and secondary levels respectively will look at such fascinating topics as how to make stone tools in class, how to interpret archaeological evidence, and hunter-gatherers in the world today.

And there will be a series of exhibition-related lessons for school groups in the Education Centre run by the institute staff and visiting groups on artifacts, the world of animals and how their habitats relate to our own use of the earth, and the Inuit of Canada. Sixth form sessions, which can accommodate up to 100, will discuss issues arising from the exhibition on history, ecology, science and religion. In addition, there will be a children's competition, a weekend performance of a play by the Polka Children's Theatre and a chance on the weekends of January to have your fossils identified by experts from the Natural History Museum.



Computer graphics: above, a human head featured in 'Apes on Two Legs'; below, a human leg superimposed with a gorilla leg

Life or death

A Matter of Life or Death
Audiocassette £5.50
Scripture Union, Scripture Union House, 130 City Road, London EC1.

This cassette is one in a series of plays designed for 14 to 18-year-olds in schools. Each play lasts 20 minutes and is divided into two episodes. The topics cover abortion, class, war, racial conflict and unemployment. This particular one is concerned with euthanasia. The quality is good and it could certainly maintain interest, though the dialogue appears a little stilted at times. A song, "Don't Go", which introduces and completes the cassette, creates a sentimental atmosphere that makes the play much less sharp.

Tapes like this can oversimplify the issue. Life is always more complex than one expects and we are always better at (and) solving other people's problems than our own. Such tapes are a useful means of raising issues, but one really has to ask how much help they are in the face of crucial decisions. Clearly, too, a Christian viewpoint is expressed, but there are many Christian viewpoints on such issues and individuals have to wrestle with their consciences when a crisis strikes. Religious commitment in such moments is not merely to guide or instruct its followers, but to help them cope with the decisions they make, to see with the values in important and possibly depressing situations. This cassette doesn't, and perhaps can't be expected to, deal with this complexity.

Alan S. Brown

Selection process

Careers Pack
Resource packs available at £3 to education, £6 to non-education sector from MEP Data Service, Cheviot House, Coach Lane Campus, Newcastle-upon-Tyne NE7 7XA.

Few teachers can run through computer software before they make their decision to purchase. It's a proliferating field, says Lynn Craig, National Information Officer of the Department of Education and Science-funded Microelectronic Education Programme. And it is difficult to assess by people who are committed to school or college hours with limited time to shop

around especially among small and maybe little-known publishers. Now the MEP has started to streamline the selection process by collating resource packs for various subjects. The present one is about careers, mainly geared at courses on business and management, computer applications, careers guidance and education, and financial administration.

The *Careers Pack* consists of a looseleaf catalogue which can be easily updated every few months in order to retain its immediacy. It lists resource packs under subject headings and indexes them by medium (book, video or other) and the machines on which they can be used. Brief technical

descriptions are followed by a critical user's review of their content.

There's a lot of activity in this area. Most of the items were originally destined for secondary schools, but they have also gained wider use in Higher Education and Technical and Vocational Education Initiatives, and are said to fit into modules for personal and social education. With the MEP about to close next year just as this programme is launched, is there a chance that the continuance of the catalogue can be taken over by one or other of its satisfied users?

Ruth Elliot

African problems

Black Africa in Crisis: The vicious circle of underdevelopment, disease and poverty
Price £4.95 (or by subscription)
European Schoolbooks, Croft Street, Cheltenham GL53 0HX

This is a welcome at-a-glance guide to Africa's economic problems. Naturally, it can only deal with the overview sort of statistics and prediction, and it does thus fall into the danger of helping youngsters into the misconception that Africa is one big mess, with only problems before it. However, it is wonderfully free of clichés about the iniquities and inequities of the colonists and the corporations, famously the twin rapists of the virgin dark continent in the last demonology.

Instead, we have a guide to the pit of manmade mistakes which have compounded their folly and raised to much of the continent. There is perhaps a little too much emphasis on too little discussion on the population "problem": there is much less consensus about what kind of birth control policy is proper for African countries than there is about what has gone wrong with their economies. This matters because we should not think of African bodies as being victims of abstract policy, nor, necessarily, of each new African as a problem. In many places, run, or grown hands might be very welcome. Overall, it's a definite Alpha, and worth anyone's eye.

MEDIA

Dear Blue Peter

What interests, amuses, moves and irritates children? Hugh David delves into the 'Blue Peter' mailbag to find out

There are no hard and fast rules about writing to television programmes, but in Room E514 at BBC Television Centre they still reckon they've seen just about everything. Room E514, a humming, untidy, exciting place, is the *Blue Peter* office, a rambling, knocked-together series of smaller offices in which not only two live weekly programmes are planned, researched and scripted, but upwards of 500 unsolicited letters a day are opened, read, considered and individually answered.

No one makes too much of it, but they are a unique resource. A mere couple of hours' browsing teaches one more about what interests, amuses, moves and irritates top primary age children than a couple of weeks in the classroom. After 26 years *Blue Peter* has become their confessional and their soap-box - theirs and a far from insignificant number of adults'. Its editor Biddy Baxter and her team of secretaries have a hot-line to pre-adolescence. To tap into it, they make very clear, is nothing short of a privilege.

Invited to do so unhindered, I arrived during the last week of November. A quiet week, I thought; there would be a lot about the programme's current Lend-an-Ear appeal to equip centres for deaf and partially-hearing children in this country, but it would be too early for Christmas cards. It was, but I had not bargained on Lucy (spelling as I found it):

Dear Peter and I hope you have a nice baby and I like your baby's name Lucy and I hope you can come to Saxon Wood. You have a nice wife called Annie.
Lots of Love from Chris

Dear Peter and Annie and Lucy,
Which day of the weekend was Lucy born on? It's very nice to know that you have her. I am very pleased about it.
Love from Emily Shields

Presenter Peter Duncan's wife gave birth to their first child on November 3. It was not something which could be kept quiet. Film of little Lucy was included in the programme the next day and I caught the end of the ensuing avalanche of letters, cards, poems, tributes and presents.

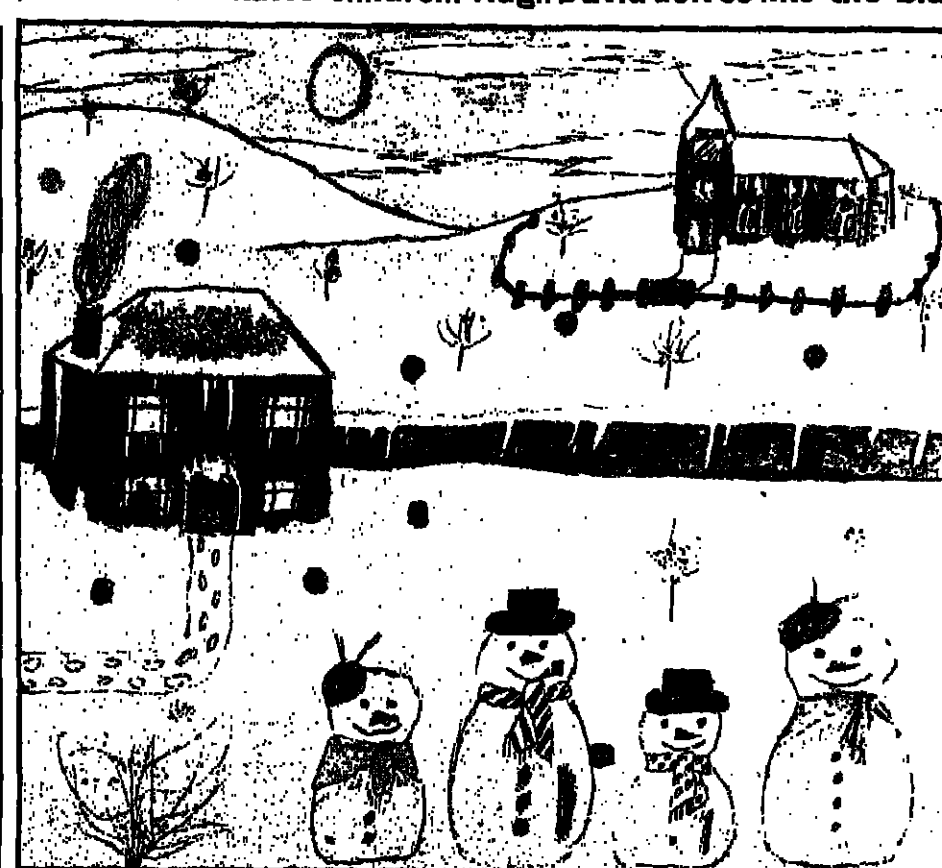
No birthday or anniversary goes unmarked by the devoted *Blue Peter* viewer, of course. Not even the pets'. A few weeks earlier a beautifully-drawn card had arrived:

Happy Birthday.
Goldie is seven years old.
Reather.

The majority of the programme's mail, however, is not prompted by such obvious events. Unbidden, children just write in:

Dear Biddy,
It's a long time since I sent you a first day cover, but I thought I would send you one to add to your collection and tell you about my Scout troop's appeal effort for your Lend-an-Ear appeal

Now a bit about the family and myself: I have been in the Scouts for over a year now and I am an assistant patrol leader. Daddy is now deputy head in a school in Sandwell (near Sandwell Valley Nature Reserve) and Mummy works part-time at my school. Recently I have started to play the flute and as Deborah already plays the flute and piano and Richard the cello we make quite a noise.
Mummy and Daddy send their love, and I hope you are in good health...



Nicholas Moore, St Asaph

On Sunday 3rd November me and my Nana and grandad set off in their camper to watch the London to Brighton veteran car run. We parked on the roundabout at Peace Potage near Crawley. I was very excited at seeing you go past but as time wore on we were getting hungry so we all went inside the camper for some dinner. It was while we were washing up that Nana shouted that the *Blue Peter* car was on the way so I quickly jumped out just in time to see you speeding by. Goldie was sitting on the front. We had a lovely day out and it was well worth the wait to see you both and Goldie.

Love from Elizabeth Morrison, age 5 years.
If you have a picture of Goldie do you think you could send me one?

A class of seven-year-olds from Birmingham actually met presenter Janet Ellis on a school trip to Warwick Castle. Young Amanda could barely contain her excitement:

I couldn't believe my eyes or my ears when I went to Warwick Castle. *Blue Peter* were filming there. I met Janet there. I had a lovely time there. I got a *Blue Peter* sticker and it was ever so nice to meet her. I watch *Blue Peter* every day and I am a *Blue Peter* fan.

Last year's Ethiopia appeal even produced a crop of poems. Melanie, aged eight, simply called hers "Ethiopia":

The children lie there and cry
As their mothers die.

The old people give the children all the food
And say I'm ready to die...

"It's letters like that - and just look at all the trouble they have taken with the pictures - which make mine the best job in the world," says Biddy.

It's that man again. But even Peter Duncan - "Peter, 30, daredevil presenter of the BBC children's programme" as the tabloids had it when he was pictured with his baby daughter - does not get it all his own way:

MR DUNCAN, REF YOUR BLUE PETER "GETTING YOUR LOCKS TRIMMED", FOR GODS SAKE GROW UP AND ACT LIKE A MAN, BLOODY HAIR DOWN TO YOUR SHOULDERS MAKES YOU LOOK LIKE A BLOODY WOMAN AND A JESSY, IN THE ARMY YOU WOULD BE MADE TO HAVE IT ONE INCH & LOOK TIDY, YOUR A STUPID WOMAN, GROW UP FOR GODS SAKE, WHATS WRONG WITH SO CALLED MEN TODAY? "TV VIEWER"

Biddy Baxter admits that she has an "abuse file" of such mail; but no one makes too much of it. "TV Viewer" and his kind are anyhow heavily outnumbered by an international audience for whom Simon Groom and Peter and Janet can do no wrong - can indeed right every wrong:

St Elizabeth, Jamaica
Dear Simon and Blue Peter team,
Seasons greeting and I do hope you are all keeping up the good work so I am asking your help, here in Jamaica, with our water supply. It is very bad and the pump is broken down and they won't fix it, so we can't get any water. So try to help us please...

Dear Sir,
I am writing to ask whether our gospel group could appear on one of your shows in the year to come. I would be grateful if we were able to because I feel that gospel music needs to be spread around Great Britain...

There are channels for such ideas and researchers to evaluate them (two thirds of the items on *Blue Peter* start life as suggestions from viewers) but however urgent or imploring, they pale in comparison to the completely genuine effusions of the programme's ordinary viewers:

Dear Blue Peter,
I am writing about two things. One is the delicious German Apple cake and the other is the Albert Dock in Liverpool. On Monday my Mummy and I were sitting watching your programme and we saw you making the apple cake so we decided to make it for our Halloween party at Brownies. And we all loved it. I belong to the 4th Wivenhoe Brownies, and I am a sister of the elves...

Dear Blue Peter,
I thought you might be interested in this letter and photo of Petra which my mum received 21 years ago when she was 12 years old. I think the letter is probably older than the photo but the letter did not have the date on it. She has treasured it all this time. She was very proud of her *Blue Peter* badge, but somehow it has got lost over the years. She still enjoys the programme. Do you think she deserves another badge for keeping these things?

Not unnaturally, Biddy Baxter did. She sent one and wrote a dated - covering letter. There is no point in asking why, any more than there is any point in wondering why tons of thousands of home-made Christmas cards will by now have filled that already crowded office on the fifth floor of Television Centre. *Blue Peter* is simply *Blue Peter*, on the screen and off.

briefings
radio & tv
Continuing education and general interest

WORKFORCE
(Sun 22.15, Fri 11.00, R4)
A new series looking to the future of work

LISTENING CORNER
(Monday-Friday, 13.55 VHF4)
Brian Cant reads stories from "Sammy Frank's Famous Circus" - no animals, but jugglers, acrobats and clowns.

CITIZEN 2000
(Monday, 17.00 C4)
"Daycare: Nannies, Nurseries or Nothing At All?" examines the state of pre-school and nursery provision in Britain today. Argues for good day-care for British under-fives to come into line with other

A LANGUAGE FOR BEN
(Thursday, 17.30 C4)
A year in the life of Ben Fletcher, a deaf three-year-old, follows him to a hearing nursery school and looks ahead to the choices to be made in his future education.

COLETTE
(Thursday, Friday, 21.00 BBC2)
A two-part film biography of the life of the French writer whose works shocked

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Approximate Transmission Times.
Thursday 2nd January 1986
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The Children's Society.

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No. 108. No. 109. No. 110. No. 111. No. 112. No. 113. No. 114. No. 115. No. 116. No. 117. No. 118. No. 119. No. 120. No. 121. No. 122. No. 123. No. 124. No. 125. No. 126. No. 127. No. 128. No. 129. No. 130. No. 131. No. 132. No. 133. No. 134. No. 135. No. 136. No. 137. No. 138. No. 139. No. 140. No. 141. No. 142. No. 143. No. 144. No. 145. No. 146. No. 147. No. 148. No. 149. No. 150. No. 151. No. 152. No. 153. No. 154. No. 155. No. 156. No. 157. No. 158. No. 159. No. 160. No. 161. No. 162. No. 163. No. 164. No. 165. No. 166. No. 167. No. 168. No. 169. No. 170. No. 171. No. 172. No. 173. No. 174. No. 175. No. 176. No. 177. No. 178. No. 179. No. 180. No. 181. No. 182. No. 183. No. 184. No. 185. No. 186. No. 187. No. 188. No. 189. No. 190. No. 191. No. 192. No. 193. No. 194. No. 195. No. 196. No. 197. No. 198. No. 199. No. 200. No. 201. No. 202. No. 203. No. 204. No. 205. No. 206. No. 207. No. 208. No. 209. No. 210. No. 211. No. 212. No. 213. No. 214. No. 215. No. 216. No. 217. No. 218. 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No. 552. No. 553. No. 554. No. 555. No. 556. No. 557. No. 558. No. 559. No. 560. No. 561. No. 562. No. 563. No. 564. No. 565. No. 566. No. 567. No. 568. No. 569. No. 570. No. 571. No. 572. No. 573. No. 574. No. 575. No. 576. No. 577. No. 578. No. 579. No. 580. No. 581. No. 582. No. 583. No. 584. No. 585. No. 586. No. 587. No. 588. No. 589. No. 590. No. 591. No. 592. No. 593. No. 594. No. 595. No. 596. No. 597. No. 598. No. 599. No. 600. No. 601. No. 602. No. 603. No. 604. No. 605. No. 606. No. 607. No. 608. No. 609. No. 610. No. 611. No. 612. No. 613. No. 614. No. 615. No. 616. No. 617. No. 618. No. 619. No. 620. No. 621. No. 622. No. 623. No. 624. No. 625. No. 626. No. 627. No. 628. No. 629. No. 630. No. 631. No. 632. No. 633. No. 634. No. 635. No. 636. No. 637. No. 638. No. 639. No. 640. No. 641. No. 642. No. 643. No. 644. No. 645. No. 646. No. 647. No. 648. No. 649. No. 650. No. 651. No. 652. No. 653. No. 654. No. 655. No. 656. No. 657. No. 658. No. 659. No. 660. No. 661. No. 662. No. 663. No. 664. No. 665. No. 666. No. 667. No. 668. No. 669. No. 670. No. 671. No. 672. No. 673. No. 674. No. 675. No. 676. No. 677. No. 678. No. 679. No. 680. No. 681. No. 682. No. 683. No. 684. No. 685. No. 686. No. 687. No. 688. No. 689. No. 690. No. 691. No. 692. No. 693. No. 694. No. 695. No. 696. No. 697. No. 698. No. 699. No. 700. No. 701. No. 702. No. 703. No. 704. No. 705. No. 706. No. 707. No. 708. No. 709. No. 710. No. 711. No. 712. No. 713. No. 714. No. 715. No. 716. No. 717. No. 718. No. 719. No. 720. No. 721. No. 722. No. 723. No. 724. No. 725. No. 726. No. 727. No. 728. No. 729. No. 730. No. 731. No. 732. No. 733. No. 734. No. 735. No. 736. No. 737. No. 738. No. 739. No. 740. No. 741. No. 742. No. 743. No. 744. No. 745. No. 746. No. 747. No. 748. No. 749. No. 750. No. 751. No. 752. No. 753. No. 754. No. 755. No. 756. No. 757. No. 758. No. 759. No. 760. No. 761. No. 762. No. 763. No. 764. No. 765. No. 766. No. 767. No. 768. No. 769. No. 770. No. 771. No. 772. No. 773. No. 774. No. 775. No. 776. No. 777. No. 778. No. 779. No. 780. No. 781. No. 782. No. 783. No. 784. No. 785. No. 786. No. 787. No. 788. No. 789. No. 790. No. 791. No. 792. No. 793. No. 794. No. 795. No. 796. No. 797. No. 798. No. 799. No. 800. No. 801. No. 802. No. 803. No. 804. No. 805. No. 806. No. 807. No. 808. No. 809. No. 810. No. 811. No. 812. No. 813. No. 814. No. 815. No. 816. No. 817. No. 818. No. 819. No. 820. No. 821. No. 822. No. 823. No. 824. No. 825. No. 826. No. 827. No. 828. No. 829. No. 830. No. 831. No. 832. No. 833. No. 834. No. 835. No. 836. No. 837. No. 838. No. 839. No. 840. No. 841. No. 842. No. 843. No. 844. No. 845. No. 846. No. 847. No. 848. No. 849. No. 850. No. 851. No. 852. No. 853. No. 854. No. 855. No. 856. No. 857. No. 858. No. 859. No. 860. No. 861. No. 862. No. 863. No. 864. No. 865. No. 866. No. 867. No. 868. No. 869. No. 870. No. 871. No. 872. No. 873. No. 874. No. 875. No. 876. No. 877. No. 878. No. 879. No. 880. No. 881. No. 882. No. 883. No. 884. No. 885. No. 886. No. 887. No. 888. No. 889. No. 890. No. 891. No. 892. No. 893. No. 894. No. 895. No. 896. No. 897. No. 898. No. 899. No. 900. No. 901. No. 902. No. 903. No. 904. No. 905. No. 906. No. 907. No. 908. No. 909. No. 910. No. 911. No. 912. No. 913. No. 914. No. 915. No. 916. No. 917. No. 918. No. 919. No. 920. No. 921. No. 922. No. 923. No. 924. No. 925. No. 926. No. 927. No. 928. No. 929. No. 930. No. 931. No. 932. No. 933. No. 934. No. 935. No. 936. No. 937. No. 938. No. 939. No. 940. No. 941. No. 942. No. 943. No. 944. No. 945. No. 946. No. 947. No. 948. No. 949. No. 950. No. 951. No. 952. No. 953. No. 954. No. 955. No. 956. No. 957. No. 958. No. 959. No. 960. No. 961. No. 962. No. 963. No. 964. No. 965. No. 966. No. 967. No. 968. No. 969. No. 970. No. 971. No. 972. No. 973. No. 974. No. 975. No. 976. No. 977. No. 978. No. 979. No. 980. No. 981. No. 982. No. 983. No. 984. No. 985. No. 986. No. 987. No. 988. No. 989. No. 990. No. 991. No. 992. No. 993. No. 994. No. 995. No. 996. No. 997. No. 998. No. 999. No. 1000. No. 1001. No. 1002. No. 1003. No. 1004. No. 1005. No. 1006. No. 1007. No. 1008. No. 1009. No. 1010. No. 1011. No. 1012. No. 1013. No. 1014. No. 1015. No. 1016. No. 1017. No. 1018. No. 1019. No. 1020. No. 1021. No. 1022. No. 1023. No. 1024. No. 1025. No. 1026. No. 1027. No. 1028. No. 1029. No. 1030. No. 1031. No. 1032. No. 1033. No. 1034. No. 1035. No. 1036. No. 1037. No. 1038. No. 1039. No. 1040. No. 1041. No. 1042. No. 1043. No. 1044. No. 1045. No. 1046. No. 1047. No. 1048. No. 1049. No. 1050. No. 1051. No. 1052. No. 1053. No. 1054. No. 1055. No. 1056. No. 1057. No. 1058. No. 1059. No. 1060. No. 1061. No. 1062. No. 1063. No. 1064. No. 1065. No. 1066. No. 1067. No. 1068. No. 1069. No. 1070. No. 1071. No. 1072. No. 1073. No. 1074. No. 1075. No. 1076. No. 1077. No. 1078. No. 1079. No. 1080. No. 1081. No. 1082. No. 1083. No. 1084. No. 1085. No. 1086. No. 1087. No. 1088. No. 1089. No. 1090. No. 1091. No. 1092. No. 1093. No. 1094. No. 1095. No. 1096. No. 1097. No. 1098. No. 1099. No. 1100. No. 1101. No. 1102. No. 1103. No. 1104. No. 1105. No. 1106. No. 1107. No. 1108. No. 1109. No. 1110. No. 1111. No. 1112. No. 1113. No. 1114. No. 1115. No. 1116. No. 1117. No. 1118. No. 1119. No. 1120. No. 1121. No. 1122. No. 1123. No. 1124. No. 1125. No. 1126. No. 1127. No. 1128. No. 1129. No. 1130. No. 1131. No. 1132. No. 1133. No. 1134. No. 1135. No. 1136. No. 1137. No. 1138. No. 1139. No. 1140. No. 1141. No. 1142. No. 1143. No. 1144. No. 1145. No. 1146. No. 1147. No. 1148. No. 1149. No. 1150. No. 1151. No. 1152. No. 1153. No. 1154. No. 1155. No. 1156. No. 1157. No. 1158. No. 1159. No. 1160. No. 1161. No. 1162. No. 1163. No. 1164. No. 1165. No. 1166. No. 1167. No. 1168. No. 1169. No. 1170. No. 1171. No. 1172. No. 1173. No. 1174. No. 1175. No. 1176. No. 1177. No. 1178. No. 1179. No. 1180. No. 1181. No. 1182. No. 1183. No. 1184. No. 1185. No. 1186. No. 1187. No. 1188. No. 1189. No. 1190. No. 1191. No. 1192. No. 1193. No. 1194. No. 1195. No. 1196. No. 1197. No. 1198. No. 1199. No